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ABSTRACT

This 1976 review by the Michigan Department of Education of senior high school government textbooks used in Michigan schools suggests that the majority of textbooks are "grossly lacking" in terms of the fair inclusion of the "achievements and accomplishments of ethnic and racial groups," as specified in Act 127 (Social Studies Textbook Act) of the Public Acts of 1966. To determine the acceptability of 12 recently published and widely used government textbooks, 18 Michigan educators were selected to write two reviews each (36 reviews total). The books were noted on a five-point scale from excellent to very poor. Of the 12 books rated, 17 percent were rated excellent; 19 percent were rated good; 28 percent were rated fair; 36 percent were rated poor, and no books were rated very poor. Chapter titles of the study include (1) Introduction; (2) Government-Related Courses in American Education: A Historical Review; (3) Government-Related Courses in Michigan Schools; (4) Design of the 1976 Social Studies Textbook Study; (5) Results and Discussion; and (6) The Government Textbook Reviews. Appendices are included. (Author/DB)

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1976 Michigan

Social Studies Textbook Study

(A STUDY OF SENIOR HIGH SCHOOL GOVERNMENT TEXTBOOKS)

Michigan Department of Education

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The Michigan Department of Education, since 1968, has conducted an annual survey of social studies textbooks. These surveys are carried out in accordance with Act 127 of the Public Acts of 1966 ("Social Studies Textbook Act"). The Act directs the Superintendent of Public Instruction to make an annual survey of social studies textbooks in the state in terms of the fair inclusion of the "achievements and accomplishments of ethnic and racial groups."

This 1975 "Study of Senior High School Government Textbooks" marks the first occasion that the Michigan Department of Education has examined government textbooks pursuant to the mandates of Act 127. Similar to the Department's initial 1968 survey of American history textbooks, this study found the majority of textbooks reviewed herein to be "grossly lacking" in terms of the mandates of Act 127. Hence, close scrutiny of the reviewer's ratings and comments is encouraged.

In closing, I would like to extend sincere thanks to the eighteen persons who served as reviewers. I wish also to express appreciation to Eugene Cain, Social Studies Specialist in the Department, who organized the study, prepared the analysis of the findings, and wrote the final report.

John W. Porter

MICHIGAN
THE GREAT LAKE STATE

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OVERVIEW

This annual report is written in compliance with Act 127 of the Public Acts of 1966...commonly referred to as the "Social Studies Textbook Act." This act requires the Michigan Department of Education to conduct an annual survey of social studies textbooks to ascertain the extent to which these textbooks reflect the multi-ethnic, multi-racial, and the pluralistic nature of American society, past and present.

The 1976 Michigan Social Studies Textbook Report concerns itself with government textbooks...a first for the Michigan Department of Education. Twelve recently published and widely used government textbooks were selected. For the most part, they are written for use at the senior high school level. A few could be used at either the senior or junior high levels.

Eighteen Michigan educators were selected to: 1) write reviews (two reviews per person--hence thirty-six reviews), and 2) rate the books on a five point scale (Excellent, Good, Fair, Poor, Very Poor). The reviews and ratings are contained in Chapter VI.

Of the thirty-six books rated, 17% are rated Excellent (13% were rated Excellent in the 1975 report); 19% are rated Good (23% were rated Good in the 1975 report); 28% are rated Fair (37% were rated Fair in the 1975 report); 36% are rated Poor (23% were rated Poor in the 1975 report); none of the books received a Very Poor rating (4% were rated Very Poor in the 1975 report).

The forementioned 1976 textbook study results can be interpreted from several different perspectives. First, 36% of the textbooks are rated on the positive side (either Excellent or Good) and 36% are on the negative

side (Poor), with the remaining 28% rated Fair. Another way of viewing the results, assuming that the majority of Michigan schools prefer books in categories labeled "Excellent" and "Good", is to compute the total percentage of textbooks labeled Fair, Poor, and Very Poor. If this approach is taken, 64% of the books reviewed could be deemed "unacceptable."

Readers of this report are encouraged to read the reviews that accompany the ratings. This information is found in Chapter VI. The critiques are straightforward and give credence to the subsequent ratings.

Chapter I

Introduction

THE SOCIAL STUDIES TEXTBOOK ACT

The Michigan Legislature passed Public Act 127 in 1966. It immediately became known as the "Social Studies Textbook Act," for it directed the Superintendent of Public Instruction to make an annual survey of social studies textbooks in use in Michigan schools and assess the degree to which they fairly include recognition of the achievements and accomplishments of ethnic and racial minorities. The act reads as follows:

> "Whenever the appropriate authorities of any private, parochial, or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention to the consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the Legislature prior to January 15 of each year as to the progress made as determined by such random survey, in the attainment of the roregoing objective."[1]

---

[1]Legislative action is currently pending on a State Board of Education proposed amendment to the Textbook Act. Under the proposed amendment, the Textbook Act would read as follows:

> "When the appropriate authorities of private, parochial, or public schools of the state are selecting or approving instructional materials that reflect our society, either past or present, including but not limited to social studies textbooks, the authorities shall give special attention and consideration to the degree to which materials reflect the pluralistic, multi-racial, multi-ethnic, and multi-religious nature of our society, both past and present, and shall select only those materials

> which avoid ethnic, race, and sex stereotyping, consistently with acceptable academic standards and with due consideration to required ingredients of acceptable materials, select those materials which reflect these criteria. The superintendent of public instruction shall cause to be made a biennial random survey of materials in use in the state and submit a report to the Legislature prior to January 15, bienally, as to the progress made, as determined by the random survey, in the attainment of the foregoing objective."

Background to the Present Study

The 1968 Study: This was the first report in response to the Legislation.[2] It was issued to the State Legislature in January, 1968, and was entitled, "A Preliminary Report." This report outlined the full study, which was then in progress. The full report was issued in July, 1968, and was entitled, "A Report on the Treatment of Minorities in American History Textbooks."

The historians who made up the review committee submitted a report that indicated nearly all of the textbooks under review to be highly lacking in terms of the criteria found in the Textbook Act.

The 1971 Study: Interim reports were made to the Legislature between 1968 and 1971. The 1971 study was the Department's second "major" attempt to ascertain the degree of improvement made in regard to the adequate treatment of minorities in United States History textbooks. This report indicated that few appreciable gains were made upon comparison with previous reports.

The 1972 Study: The 1972 study marked the first time that the Department reviewed elementary social studies textbooks in response to the textbook legislation. Eight books were reviewed. Reviewer's acknowledged the books for reflecting the multi-ethnic, multi-cultural, and the

---

[2] Act 127 of the Public Acts of 1966 became effective March 10, 1967.

pluralistic nature of American society, but added "...the textbooks still did not present the great social problems of our times in as direct a way as they might."

This report formed the basis for the March, 1973, issue of Social Education, the official journal of the National Council for the Social Studies.

The 1973 Study: This was a fairly large study, considering that twenty-five later-elementary, junior high school, and high school social studies books were examined to determine the extent to which they adequately reflect the multi-ethnic, multi-racial, and pluralistic nature of our society, both past and present. Historians and educators made up the review committee. Each book was reviewed and rated by three persons, hence, seventy-five reviews were obtained.

An analysis of the ratings indicated that 11% of them were in the Very Good category, 20% were in the Good category, 41% were in the Fair category, and 28% were in the Poor category. There was an overall high degree of agreement among the raters, and likewise, when the ratings were broken down for an analysis of the degree of agreement between historians and educators.

The 1974 Study: Eighteen elementary and secondary American history books were selected for the study. In terms of the committee's makeup (educators and historians) and procedural analyses, this report replicated the 1973 study. Three persons were randomly assigned to review and rate each book. Hence, a total of fifty-four reviews were obtained.

An analysis of the ratings indicated 13% of the textbooks were in the Excellent category, 37% in the Good category, 26% were in the Fair category, 20% were in the Poor category, and 4% were in the Very Poor category. This

report also showed a high degree of agreement among the raters.

The 1975 Study: The 1975 "Study of Junior High School Civics Textbooks" marked the first time that the Michigan Department of Education examined civics textbooks in accordance with Act 127 of the Public Acts of 1966. Ten widely used civics textbooks were examined. Of the books rated, 13% were rated Excellent; 23% were rated Good; 37% were rated Fair; 23% were rated Poor; and 4% were rated Very Poor. This study also revealed a high degree of agreement among the thirty ratings.

Impact of the Studies to Date

Upon its inception, the Michigan Department of Education's annual review of social studies textbooks received nation-wide acclaim. This acclaim still prevails, for many educators view the Department's studies as being unique and instrumental in assisting educators to make textbook selections.

The reports have engendered reports from two major national broadcasting companies, NBC and CBS. Magazine articles, professional journals and daily newspaper accounts of the study and its yearly results have also appeared.

Many out-of-state school districts, state departments of education, and various civil rights organizations often request these reports and inform Department members of their significance. These inquires have increased from year to year.

More importantly, these annual studies have had considerable impact on local Michigan school districts. Some local school districts in the state simply adopt the Department's findings and select books accordingly. Others view the studies as being of utmost importance in providing a model for all textbook evaluations. Regardless of the means employed for

textbook evaluations at the local level, Michigan school districts look to the annual reviews emanating from the Department of Education as a primary reference.

Chapter II

Government-Related Courses In American Education: A Historical Review

The phrase "government-related course" is used herein to include all courses, regardless of titles, that attempt to teach about government, political processes, and political decision making. Traditionally, these courses have assumed many different names and themes with the more popular of them entitled Civics, Government, and Problems of Democracy.

The development of civic competence and civic participation has long been one of the major aims of American education. As far back as the 1790's and early 1800's we find the fragile beginnings by American schools to teach political ideas that were congruent with the new nation's revolutionary birth.

Usually, these courses were slanted and restrictive in nature and scope, for they primarily concerned themselves with the study of the U. S. Constitution. Research shows that such constitutionally based courses were often ill-formed and void of any specific curriculum model. Some of these courses focused on the first ten amendments to the U. S. Constitution while others addressed themselves to the formative beginnings of American governmental institutions.

It wasn't until the turn of the Twentieth Century that American educators fully addressed themselves to the matter of government-related courses/instruction in American schools. National organizations took the lead in these developmental efforts. The National Education Association (N.E.A.), American Historical Association (A.H.A.), and the American Political Science Association (A.P.S.A.) all at one time or another appointed committees to examine the existing problems of government

instruction and make subsequent recommendations to rectify matters wherever warranted.

Of the forementioned organizations, research shows that only the National Education Association with its "Committee of Ten" was able to make any initial headway on the teaching of government-related courses. The N.E.A.'s prominence in this area was probably due in part to its growing influence on American education at the start of the 1900's. This new-found influence is best exemplified by the fact that many school superintendents who attended national N.E.A. meetings often returned to their local communities noting the organization's published "Proceedings" as educational gospel and thusly urging their communities to mirror the educational practices and philosophies that were in vogue and deemed promising and productive by the N.E.A.

The Committee of Ten met in 1892 and was made up of ten well-known American educators who had as their sole mission the task of deciding what the principal subjects of the secondary curriculum were.[1] They selected as their focus the following subjects: Latin, Greek; English; Other Modern Languages; Mathematics; Physics; Astronomy and Chemistry; Natural History (Biology, including Botany, Zoology and Physiology); History, Civil Government and Political Ecenomy; Geography, Physical Geography, Geology and Meteorology.

The Committee of Ten recommended a high school social studies curriculum model that largely consisted of history, with the study of "civil government" and a special period of history recommended for twelfth grade study.

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[1]For a thorough analysis of the Committee of Ten's work see: Sizer, Theodore R., Secondary Schools at the Turn of the Century. New Haven: Yale University Press, 1964.

The term civil government was primarily used to denote social studies classes that derived their content from political science. The term was short-lived and eventually replaced with the term "civics."

The term civics and the subsequent course that resulted received instant widespread popularity. Its immediate popularity was fostered by the U. S. Bureau of Education's universal use of the term and its recommendation that civics should be taught at the ninth-grade level. Moreover, the U. S. Bureau of Education's position received further illumination with its two published government related course documents that appeared in 1915 and 1916. The first report, The Teaching of Community Civics, was prepared by the Social Studies Committee of the National Education Association's Commission on the Reorganization of Secondary Education. The second report was entitled The Teaching of Government. It was prepared by the American Political Science Association's Committee of Seven which focused on government instruction in colleges, universities, and secondary schools. Though some of the advocated positions were quite similar, many educators refer to the A.P.S.A.'s report on government teaching as an actual rebuttal to the N.E.A.'s report on civics teaching.

At best, the 1915 report on civics teaching largely concerned itself with creating "good citizenship." Hence, in order to effectuate good citizenship in one's local community, the following topics were recommended: health, protection, recreation, education, civic beauty, wealth, communications, transportation, migration, charities, and correction.

The American Political Science Association's report of 1916 made similar recommendation, but went a step further by advocating a study of political science content as being tantamount to any worthwhile

government-related course. The A.P.S.A. envisioned such course content as presenting teachers with the opportunity to teach not only political science knowledge content but political science concepts and generalizations as well, thereby enabling students to have a thorough understanding of the nature, processes and practices of political science and American government. This focus of course went beyond the general aims of the "good citizenship" intentions of the N.E.A.'s civics committee.

The forementioned advocacy had meandering success, first in the early 1950's and then again in the period between the mid 1960's and the present. The latter period is sometimes referred to by social studies educators as the "knowledge explosion era," for a great deal of emphasis was placed on students understanding the nature, empirical processes, and practices of the various social science disciplines. Critics of this approach often refer to it as being rather unreal because of an apparent de-emphasis on day-to-day community living experiences of students. Furthermore, they add that the emphasis simply attempts to make political scientists or quasi-lawyers out of students.

Civics courses were propelled into the limelight again in 1918 when the National Commission on the Reorganization of Secondary Education published its now famous "Seven Cardinal Principles." These so-called principles had a profound impact on both secondary and elementary schools. Cardinal Principle number five referred to civics education. It reads as follows:

> "Civics education should develop in the individual those qualities whereby he will act well his part as a member of neighborhood, town or city, state, and nation and give him a basis for understanding international problems..."[2]

Finally, civics education received its highest boost when the Education Policies Commission, an organization sponsored by the N.E.A. and the American Association of School Administrators (A.A.S.A.), produced in 1938 the third of a series of annual reports on "crucial issues facing American education."

The 1938 commission report recommended four objectives for American education: 1) Self Realization, 2) Human Relationship, 3) Economic Efficiency, and 4) Civic Responsibility. Contained under Civic Responsibility were the following tenets:

> Social Justice. The educated citizen is sensitive to the disparities of human circumstance.
>
> Social Activity. The educated citizen acts to correct unsatisfactory conditions.
>
> Social Understanding. The educated citizen seeks to understand social structures and social processes.
>
> Critical Judgement. The educated citizen has defenses against propaganda.
>
> Tolerance. The educated citizen respects honest differences of opinion.
>
> Conservation. The educated citizen has a regard for the nation's resources.
>
> Social Application of Science. The educated citizen is a cooperating member of the world community.
>
> World Citizenship. The educated citizen respects the law.

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[2] Commission on the Reorganization of Secondary Education, The Cardinal Principles of Secondary Education, Bulletin No. 35 (Washington, D.C.: U. S. Bureau of Education, 1918), p. 5ff.

Economic Literacy. The educated citizen is economically literate.

Political Citizenship. The educated citizen accepts his civic duties.

Devotion to Democracy. The educated citizen acts upon an unanswering loyalty to democratic ideals.[3]

Thus, the die was cast, for all of the forementioned positions ultimately led to the creation of separate civics and government courses with a third course looming on the horizon...problems of democracy.

The problems of democracy course developed at the end of the first world war. Some observers attribute its birth to the so-called "Red Scare" or communist movements that swept through eastern Europe during post-World War I. Many people, especially politicians, viewed these classes as a counter to the non-democratic and non-capitalistic philosophies embraced by some European countries, particularly the Union of Soviet Socialist Republic's (U.S.S.R.).

The problems course taps a number of different social science disciplines for its contents; hence, it is interdisciplinary. Economics, history, sociology, anthropology and geography are all viewed as being of equal importance in these classes. In essence, problems classes may be viewed as a conglomeration of democratic ideas derived from the structure of the various social science disciplines.

Problems courses reached their zenith in the mid 1950's. Since then, they have been experiencing a downhill struggle to survive, and like civics and government course offerings, the problems course has had its share of critics. The course is often criticized as being too

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[3] Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D.C.: N.E.A., 1938), p. 108.

superficial and idealistic with too few opportunities provided for comparative studies of alternative political entities. Furthermore, critics add that instead of focusing in on change strategies that might serve to solve problems in American society, the problems courses simply exist to supply students with solely the virtues of our republic, thereby skirting controversy and reality.

Currently attempts are being made to improve civics, government, and problems of democracy courses. Social studies curriculum specialists, educational publishing companies, local school districts, and even the American Bar Association are just a few of the organizations presently developing or piloting government-related course projects across the nation.

Chapter III

Government-Related Courses in Michigan Schools

Civics, government, and problems of democracy courses are all taught in Michigan schools. Problems and government courses are usually taught in senior high school at the eleventh or twelfth grade level, while civics is primarily taught in grade eight with some school districts offering it in grades eight and eleven.

The state of Michigan, like the overwhelming majority of American states, has a specific legislative mandate that requires the teaching of civics in its high schools. The mandate became law on September 18, 1931, and reads as follows:

> "In all Michigan high schools, offering twelve grades of work, a one semester course of study of five recitation periods per week or the equivalent thereof shall be given in civics, said course covering the form and functions of our federal and state governments and of county, city, township and village governments. Throughout the course the rights and responsibilities of citizens shall be stressed. No diploma shall be issued by any high school to any student unless such student shall have successfully completed said course: Provided, that such civics course shall not be a graduation requirement for any high school student who has enlisted or been inducted into military service."[1]

Further support for civic competence is reflected in The Common Goals of Michigan Education[2] in the area of Citizenship and Morality. Subparts one and two of this goal reflects this support:

> Goal 1 - Morality
> "Michigan education must assure the development of youth as citizens who have self-respect, respect for others, and respect for law."

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[1] Michigan General School Laws. Act 205, 1931, p. 356; Eff. Sept. 18.

[2] The Common Goals of Michigan Education. Michigan Department of Education. September, 1971. P. 3.

Goal 2 - Citizenship and Social Responsibility

"Michigan education must assure the development of mature and ethical values needed in a heterogenous society. It must encourage critical but constructive thinking and responsible involvement with consideration for the rights of all, in the resolution of the problems of our society. It must create within the school system an atmosphere of social justice, responsibility, and equality which will enable students to carry a positive and constructive attitude about human differences and similarities into their working or community relationships in later life. The schools should provide various learning experiences involving students from different racial, religious, economic, and ethnic groups; accordingly, Michigan education should move toward integrated schools which provide an optimum environment of quality education."

Civics courses in Michigan schools assume a local character, for classes usually center around teaching students about their rights and responsibilities within their local communities. Teachers and curriculum specialists see this approach as being necessary in order that a spirit of "community" is developed among the students.

The community approach to this subject area has led many Michigan schools to develop civics programs that involve students in local social or civic action projects. Anti-pollution drives, clean-up campaigns, voter registration programs, and local beautification efforts have been among the most popular of these community project endeavors.

State government is also looked upon as being a viable part of Michigan schools' civics education programs. Particular interest is paid to those powers derived from the state by Michigan counties, cities, towns, townships, and villages. This focus avails students of the opportunity to compare and contrast the day-to-day working intricacies of the various units of local Michigan government.

As previously mentioned, courses entitled "government" are usually

taught in the senior high school at the twelfth grade level. These courses in the past have centered their attention on the philosophical beginnings and structural components of the federal government. However, in recent years there has been a "gradual" shift away from this approach. Hence, many Michigan schools have altered their government curricula to reflect the decision making processes that accompany persons (elected and non-elected) in the federal government. Key concepts such as political socialization, leadership, power, and checks and balance are principally applied to public officeholders.

Problems of democracy classes in Michigan schools are on the decline. Actually, they never really garnered a strong power base in the state. Perhaps this reality was due in part to the universal acceptance of courses labeled "civics" and "government" in Michigan schools, thereby allowing little headway for development of problems courses.

Furthermore, the problems of democracy courses are still plaqued with the problem of relevant content identity. As problems in American society increase and become more complex, so do the nature and scope of problems classes. In other words, these classes are too often strapped with identifying and prioritizing problems in contemporary American society. This phenomenon often leads to students' studying a myriad of problems without reaching closure on the majority of them.

Some Michigan schools have partially resolved the problems-of-democracy dilemma by including a unit entitled "problems" within the regular government courses.

Government-related programs in Michigan schools employ a variety of techniques and strategies. Some of the "in" strategies and techniques are role-playing, games, simulations, case studies, field trips, values

clarification exercises, and inquiry teaching.

In conclusion, the passage of the "Age of Majority" legislation (July, 1971) makes it all the more important that government-related courses in Michigan schools enable students to not only acquire knowledge of their rights and responsibilities but also to exercise these rights and responsibilities. Election results in our last statewide general election show that few young Michigan citizens exercised their rights and responsibilities at the polling booths. This situation in and of itself points to the crucial need for re-thinking and re-structuring Michigan's government-related courses at all levels, K-12.

Chapter IV

Design of the 1976 Social Studies Textbook Study

During the spring of 1975 letters were sent to textbook publishers who have permission to sell their materials in Michigan, informing them of the 1976 Michigan Social Studies Textbook Study and its focus. They were asked to forward their most recent government textbook publication and accompanying materials (manuals, workbooks, filmstrips, etc.). Some publishers did not respond and a few declined to forward copies of their textbooks admitting that their books were somewhat dated and out of step with the aims of the Michigan Social Studies Textbook Act.

Twelve books were selected on the basis of their copyright dates (1970-1975) and their widespread use in local Michigan school districts. They are primarily written for use at the senior high level with several having the possibility of being used in either senior or junior high school. Each book was reviewed by three different people, thus thirty-six reviews and ratings.

Books were rated on a five point scale: Excellent, Good, Fair, Poor, and Very Poor.

Selection of Reviewers

As usual, the Michigan Council for the Social Studies was instrumental in identifying persons to do the reviews and ratings. Additional support in identifying competent persons to perform this task was furnished by Michigan State University, Wayne State University, University of Michigan, Northern Michigan University, Highland Park Community College, and the Minority Affairs Division of the Michigan Education Association. Eighteen persons were selected with each person being

assigned two different textbooks.

The criteria used for civics textbooks in the 1975 study were deemed appropriate for use in this study. They read as follows:

1. The structure and operations of federal, state and various forms of local government should be included in the content.

2. A government-related book should encourage a sense of efficacy in the reader. Readers should garner a feeling of being able to do something about government on all levels.

3. The checks and balance system among the various branches of government should be evidenced along with current limitations of this practice.

4. The content of the text should be accurate. The successes and failures of America's governmental institutions and institutional processes should be inherent in the content.

5. The text should be interdisciplinary in its approach. Facts, concepts, and generalizations should be drawn from all of the social sciences.

6. The presentation should be realistic. For example, in a technical sense the presidency of the United States is open to all who qualify by age and residency, but realistically a major portion of the citizens of the United States could not afford to run in such a race.

7. The content covered should be adequate. Not only in a factual sense, but also providing opportunities for students to check out local government practices, as well as the background, education and training of various governmental officials.

8. Through its total effect or tone, the text should convey to the students written values basic to the American system that are both implicitly and explicitly stated.

Directions Given to Reviewers

The following directions were given to the reviewers:

1. The length of the book reviews is very important. It would not really be fair for some books to receive reviews either very much longer or very much briefer than the others in the report. Thus, each review should be 700-800 words in length (or about two and one-half double-spaced typewritten pages).

2. Each of the two books you receive should be rated and reviewed separately. Do not combine your reviews of the two books into one.

3. Two rating sheets are being submitted to you. Complete one rating sheet for each book you review and attach it to the review.

4. Style of review--I think it is important when asking someone to write something to let him do it pretty much in his own style. Thus, other than the length restriction, you are free to develop the review in a way you feel is appropriate. Your review will be printed in the final report exactly as it is submitted to us by you. For this reason, proofread your work carefully.

5. Criteria to use for evaluations:

   A. It would be well to use the wording of the Social Studies Textbook Act. It reads as follows:

      "Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the Legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective."

   B. Attempts are currently being made to amend the language of this Act. In general, the new wording would use the following criteria for evaluating textbooks:

      Does the book reflect the multi-ethnic nature of our society, both past and present?

      Does the book reflect the multi-racial nature of our society, both past and present?

      Does the book reflect the pluralistic nature of our society?

      Does the book reflect the multi-religious nature of our society, both past and present?

      Does the book avoid sex stereotyping?

C. The "Suggested Criteria for Government-Related Textbooks" should also be helpful in preparing your reviews.

6. The materials that accompany the textbooks should be reviewed also. A thorough examination of the textbook and accompanying materials should give you the overall "tone" of what the book is all about. Feel free to critique the accompanying materials in your reviews.

Chapter V

Results and Discussions

Ratings of the Textbooks

Each of the twelve textbooks was rated by three different reviewers. Each of these 36 ratings was either Excellent, Good, Fair, Poor, or Very Poor. When the percentages of total ratings in each of these categories are determined, the results are as follows:

Excellent	17%	(6 Excellent ratings)
Good	19%	(7 Good ratings)
Fair	28%	(10 Fair ratings)
Poor	36%	(13 Poor ratings)
Very Poor	none	

These ratings may be construed to mean that 36% of the textbooks rated are on the positive side (either Excellent or Good), while 36% are on the negative side (Poor), with the remaining 28% in the Fair category.

Degree of Agreement Among the Raters

In order to illustrate the degree of agreement among the raters, the following system was devised:

---If all three of the ratings of a single book were the same (all Excellent or Good), the degree of disagreement for that particular book was "0".

---If two of the ratings of the books were the same, but the third was "one step" away on the rating scale (for example, two Excellents and one Good), the degree of disagreement for that particular book was ranked as "1".

---If two of the ratings of the books were the same, but the third was "two steps" away on the rating scale (for example, two Excellents and one Fair), the degree of disagreement for that particular book was ranked as "2".

---If two of the ratings of the books were the same, but the third was "three steps" away on the rating scale (for example, two

---Excellents and one Poor), the degree of disagreement for that particular book was ranked as "3".

---If two of the ratings of the books were the same, but the third was "four steps" away on the rating scale (for example, two Excellents and one Very Poor), the degree of disagreement for that particular book was ranked as "4".

---If all three of the ratings were different, but the three ratings are contiguous on the scale (for example, one Excellent, one Good, and one Fair), the degree of disagreement for that particular book was ranked as "5".

---If all three of the ratings were different, and one of the ratings was "one step" away from the others (for example, one Excellent, one Good, and one Poor), the degree of disagreement for that particular book was ranked as "6".

---If all three of the ratings were different, and one of the ratings was "two steps" away from the others (for example, one Excellent, one Good, and one Very Poor), the degree of disagreement for that particular book was ranked as "7".

---If all three of the ratings were different, and none contiguous on the rating scale (for example, one Excellent, one Fair, and one Very Poor), the degree of disagreement for that particular book was ranked as "8".

In other words, the higher the number given to a particular textbook (from one to eight), the greater disagreement among the raters for that book.

In terms of this procedure, the following results were obtained:

0 - (perfect agreement) - one of the twelve books was in this category
1 - (see "1" above) - eight of the books were in this category
2 - (see "2" above) - none of the books were in this category
3 - (see "3" above) - none of the books were in this category
4 - (see "4" above) - none of the books were in this category
5 - (see "5" above) - one of the books was in this category
6 - (see "6" above) - one of the books was in this category
7 - (see "7" above) - one of the books was in this category
8 - (see "8" above) - none of the books were in this category

If one could consider the nine books in the "0" through "2" categories as showing a high degree of agreement among the raters, then 75% of the books rated by the reviewers were in high agreement, while 25% of the cases show substantial disagreement among the raters.

Discussion of Results

As was the case with the Department's first study of American history textbooks, this initial study of government textbooks illuminates a rather dismal picture of the books reviewed. For the most part, the overall and individual ratings leave very little to select from, as most Michigan school districts would prefer to adopt textbooks that have a composite rating of "Excellent" or "Good." Only one textbook reviewed in this study acquired such a composite rating.

Furthermore, the results of this study point out a large number of inadequacies in terms of the overall portrayal of women and racial and ethnic minorities. Hence, it is apparent from the individual ratings, reviewer comments, and the 75% rate of agreement among reviewers that the "overwhelming majority" of government textbooks reviewed in this study fall far short of being acceptable for use in Michigan schools.

The comments found in the following chapter should be read in their entirety. Comparing and contrasting reviewers' comments and ratings of the various books is encouraged and should assist the reader in internalizing the "overall tone" of the individual textbooks.

Previous textbook studies have received national attention. Write-ups have been carried in The New York Times, The Christian Science Monitor, and numerous professional journals. As a result of the Michigan studies and other studies changes have been instituted by publishers and it is assumed that the present study will receive similar attention.

Chapter VI

The Government Textbook Reviews

Book One: Allyn & Bacon, Inc.

Magruder's American Government

William A. McClenaghan (Revised by), 1975.

Review #1

This text is a thorough analysis of American government within a classical framework. Within this perspective, it presents all aspects of federal, state, and local government. An enormous amount of statistical data is included which supports the text's themes. In addition, all of the thirty chapters include review questions, inquiry questions, and suggestions for additional readings. The text is supplemented by comprehensive "cookbook type" aids for the teacher which includes a teaching guide of duplicate masters for texts and worksheets.

None of the seven major parts of the text adequately include the contributions of ethnic groups, racial minorities, or women. The text does not document the exclusion of these groups from full participation in the various levels of our government. Nor does it document these groups' responses to their exclusion from meaningful participation in our political system. An example of this is in chapter twenty: The Bureau of Indian Affairs is presented as working for the Native Americans; the text also states that the Native Americans "lot remains a far from happy one." An objectively comprehensive text would have also documented that Native Americans believe that the Bureau of Indian Affairs is often responsible for their misery.

As a result of the text's imbalanced presentations, it does not facilitate the identification of the system's weaknesses and limits the students' capacities to conceive of a more equitable operation of our system. The lack of inclusion of sufficient materials from the perspective of the oppressed is doubly significant in that which is included is presented in an exemplary manner. The few references to racial minorities and women present them in an isolated and fragmented situation which

does not enable the student to synthesize the unconscious support of racism and sexism which is present at all levels of our political system.

In addition, the visuals are almost exclusively white-male oriented and those women and racial minorities which are included are depicted in supportive roles. In addition, the case studies, students' reading lists, and the teachers' bibliographies do not include original source materials from women's,racial minorities', ethnic group's writings.

Within the author's perspective, the text's strengths are: 1) thorough analysis of basic federal, state, and local operations, and 2) complete presentation of the operation of the checks and balances system.

The text's weaknesses are as follows: 1) limited materials on racial minorities and women and on their response to their suppression; 2) limited materials on the role of ethnic and religious groups within our system; 3) limited material on means by which individuals and groups can influence our system at all levels.

In summary, this text is inadequate in presenting our American beliefs regarding our multi-racial, multi-sexual, multi-religious, and multi-ethnic democratic society.

Rating: FAIR

Review #2

Magruder's American Government (1975 edition) is a slightly revised version of a badly out-of-date text originally published in 1917. It is unfortunate that some minimal cosmetic revision is enough to reissue "another" school textbook. The revisions have failed to rid the book of numerous poor quality, badly dated photographs and worse, of equally poor generalizations about the workings of government, about the role of the United States in the world and about the many disenfranchised racial minorities within this country.

An attempt has been made to present our system of government as one which can be very neatly divided or compartmentalized. By doing so the author has failed to interrelate the various elements or factors within our society which are constantly changing and shaping what our government is today. What the text accomplishes is an oversimplistic and almost unrealistic factual description of American government. Such fact-by-fact coverage makes the book dull and would not succeed in arousing the average high school student's interest or excitement about his or her government.

Undoubtedly, the greatest shortcoming of the text is the failure to mention the accomplishments and achievements of racial-ethnic minorities and women. The few photographs of Blacks and Chicanos lack any contextual explanation of what the group is doing and why, nor any discussion of the important issues depicted by these few photographs. Students could be given the impression that the status of various minorities is good and generally indistinguishable from the majority of Americans. This fallacy is demonstrated under the text's section entitled "Civil Rights: Equal Justice Under the Law." Various Supreme Court decisions and civil

rights legislation are mentioned both without or with very little further discussion of what impact these decisions and laws have at the present time. More importantly, the book tends to ignore the critical social pressure activities that often produced change in civil rights legislation and enforcement and the substantial changes that these civil rights activities have caused on the participation of Blacks and other minorities in the American political arena.

Overall, most potentially controversial issues are either avoided or presented very superficially. The impact of such treatment is that students do not become aware intellectually of very important social and political matters that have been facing our country in recent decades.

The text's end-of-chapter questions, along with the supplementary materials, are very good and well organized especially in the sense that they provide numerous aids for the teacher.

Unfortunately, these extensive teacher aids may preclude usage by teachers of numerous other resources acquired by them during their training. If and when this happens, the student may suffer by receiving their knowledge of American government from a single basic source, even if this source is an excellent and widely representative one. The danger of this is greater when one realized that for the majority of high school students, the high school government text is their first and for many their last real encounter with a work which covers what good, responsible American citizens should know.

Rating: POOR

Review #3

Magruder's American Government, revised by McClenaghan, has not changed much since the reviewer used it as a text in the 1940's when a student, and as a teacher in the 1950's. The format is essentially the same, with the virtues of the American way of life being extolled to the highest while constructive criticisms of the governmental policies and procedures are kept to a minimum. Despite this general criticism of the text, its more positive features bear mentioning at this point.

The author very effectively discusses the structure of the federal, state, and local government, showing how they are interrelated as well as delineating the distinctive characteristics of each. However, in order to encourage students to develop a balanced point of view about the successes as well as the failures of the government, the inquiry questions at the end of each chapter must serve as a springboard for more thought-provoking analysis of problems and issues that are pertinent to the high school government student today.

Although the basic format of the text is traditional, the teacher can make excellent use of the case studies, teacher's guide, texts, and workbook. These are effective tools to assist students in conceptualizing, developing basic skills, and learning to become "social scientists" as they formulate their own concepts and generalizations. The fact that the author utilizes an inter-displinary approach to problems and issues discussed in the text adds tremendously to the opportunity for students to learn the methods of social scientists.

Although McClenaghan's discussion of the American government is theoretically accurate, it does not, in the judgment of the reviewer, encourage a sense of efficacy in the reader. How the average citizen

may influence the decision-making process is not dealt with in realistic terms. The virtual powerlessness of the individual citizen acting alone is omitted. The reader could very well be left with the impression that he, along with other citizens, wields political clout, but such is not the case. This is especially frustrating to minority groups, particularly blacks and indians, who have come to know that they have not enjoyed the fruits of the great "melting pot."

A glaring weakness in Magruder's American Government that stands out again in the 1975 issue is the inadequate treatment of such topics as the Constitution, Declaration of Independence, contributions of blacks and other minority groups, and the civil rights struggle. The real dilemma with regard to the tenents of the American political ideology and folkways and mores--de facto and de jure--are not dealt with forthrightly. For example, the iniquitous scheme on the part of the Founding Fathers to condemn the Kind of England for his stance on slavery and the slave trade is not mentioned. Students of American government should be apprised of the fact that the Declaration of Independence in its final form does not reflect this position because had such a statement remained in the original form, the Founding Fathers, some of whom were slaveowners, would have placed themselves in an untenable position. This deficiency in the text, therefore, means that the teacher must provide the students with the necessary raw data, original source materials, and other supplementary materials that will permit them to formulate their own concepts and generalizations about this topic as well as others mentioned in this paragraph.

In addition, the significant role played by women in the establishment of the American government is underplayed and toned down. A

discussion of the behind-the-scene role played by women and significant contributions that they have made is conspicuous by its absence. The author leaves one with the impression that America's growth and development has always been and still is an Anglo-Saxon, white, male, protestant proposition.

Perhaps the most glaring weakness of the text is the refusal of the author to bring out, either explicitly or implicitly, that minorities in this country, especially blacks and indians, have been victimized by institutional racism. The reader is left with the impression that through self-reliance and hard work, all Americans may achieve to their fullest potential. Such is not the case, as members of both majority and minority groups well know.

Despite the shortcomings mentioned above, Magruder's American Government is readable and encourages the student, with the help of the facilitator--the teacher, to become actively involved in the educational process itself through inquiry, self-discovery, and critical thinking. Hopefully, that trend will continue in the annual revisions of the text.

Rating: FAIR

Book Two: CRM-Ziff Davis Publishing Company

American Government Today

M. Lipsky, D. Matthews, L. Lipsitz, and J. Walker, 1974.

Review #1

The text is written by twenty-nine advisors and contributors (of which one of these is a woman). The text proposes to provide a fresh analysis of current political systems by an assessment of the relationships between politics, policies, and power. It also strives to include several means to ascertain how "good a life is provided by the American political system."

The text is organized into four basic units as follows:

I. What is American Politics?
II. What is the Government's Agenda?
III. Who Runs the Government?
IV. Where Do We Come In?

The first unit is presented in a dull formal manner and does not overtly include any references to racial minorities or women. However, it does present the critical concept of power and politics. The second unit deals with the economy, foreign affairs, race, and civil liberties. None of these topics are adequately presented. The relationship between power and politics as it is systemically practiced between our system and "so-called underdeveloped nations," racial minorities, economically poor people, and women is woefully underpresented. A few isolated theories and facts are found in these sections. The student is presented with fragmented and imcomplete images of injustice which are coupled with fleeting references to the role of white-dominated institutions and inequity. As a matter of fact, the section on civil liberties even underrepresents the curtailment of white men via such means as McCarthyism and CIA wiretapping.

The third unit, although it does not include the contributions of racial minorities, ethnic groups, and women, it does include a thorough

analysis of the federal bureaucracy. The fourth unit is on the role of the American public and politics. It adequately deals with public opinion forces, interest groups, and political parties. It excludes in-depth studies of the activities of those who are striving to ameliorate racism, imperialism, or sexism. Also this unit does not present the power relationships between the major institutions of our country (including government) which have interacted to sustain racial, economic, and sexual inequities within our country.

In essence the text does not successfully meet any of its goals. It doesn't even begin to move away from the traditional analysis of past texts. As stated the text grossly underrepresents the contributions of ethnic groups, racial minorities, and women.

The failure of this text to meet its goals is discouraging, since its format was creatively designed to do so. The decision to analyze our system from a perspective of politics, policies, and power was very sound. This paradigm could have been the springboard to enable the students to creatively and accurately analyze the positive and negative forces of our political system which contributes to our present realities.

The authors inadequately presented the role of "isms" within our system. The nature and relationships between racism, classism, sexism, and imperialism were not clearly presented. Without an understanding of these forces, the student is unable to fully assess the function of power within our political system. The authors have almost presented these forces. For example in chapter six on race and government, the chapter is limited to a study of racial discrimination as it is applied to Black America and to Native Americans. The racial oppression of other racial minorities is not included. In addition, critical concepts such as those

which follow are not included. These concepts include: 1) the meaning of racial prejudice, discrimination, and racism; 2) the role of institutions in sustaining racism; 3) similarities and differences between racial minorities; and 4) major patterns of responses to racism.

Finally the design and graphics are uninspired, male-dominated, and poorly related to text. Most of the text is also poorly executed (except for a few of its perspectives such as the one on Appalachia). In summary, this text is not an acceptable multi-ethnic, multi-sexual, and multi-racial text on American government.

Rating: POOR

Review #2

American Government Today is a completely new, very well written and innovative text for high school government courses. The numerous contributors, advisors and consultants deserve much praise for their collaborative work. In spite of this being the work of a team of writers, the book flows clearly and smoothly and was highly readable to this reviewer. Unfortunately the text, which is more than 500 pages long may prove too long and too sophisticated for many high school students.

The organization of the book, seventeen chapters with several subchapters, is good. There are four "Perspective" chapters in Unit II which serve as very stimulating case studies to illustrate important discussions of the economy, foreign affairs, race relations, and civil liberties. The use of photographs, charts and graphs, topical inserts and marginal notes is stimulating and educationally sound. It gives the textbook an overall high sense of effectiveness. The style is equally stimulating, though as noted above, it may be somewhat too sophisticated for the average high school government class. For maximum benefit from this text, students will require a well-developed awareness of government and current social and political issues.

This book, in the selection of topics and the manner of coverage, will very likely prove controversial to some. The authors definitely address important and sensitive issues and problems and they discuss these forthrightly. The more potentially controversial sections are signed and the authors clearly indicate that these "Perspective" chapters are meant to "stimulate thought and debate" rather than resolve any debates. Excerpts from classical descriptions of American political life are well used. Particularly well done are the sections on the judiciary and foreign affairs.

The authors clearly hold the view that the United States is very much a part of global society and they properly emphasize this.

The extensive discussions of racial-ethnic minorities is commendable. Substantial emphasis is given to the American Indians and the treatment of them during the history of the United States. Black participation in the political arena is adequate. Chicanos are mentioned more than in most other texts presently available but unfortunately the emphasis is on agricultural workers and their attempts at labor organizing. This has the effect of perpetuating an erroneous stereotype that of Mexicans as rural farm laborers. It should be noted that the Mexican-descent population of the United States is over 80% urban. It should be stressed, however, that the discussions of racial minorities in general, and of chicanos particularly, are, with the above exception, excellent. There are several examples cited of outstanding woman political figures and barely adequate coverage of political issues directly affecting women. This may be expected since only one of the twenty eight contributors and advisors is a woman. In general, the book's major strength is the discussion of contemporary issues, always offering solid coverage of the historical foundations that underlie these current concerns in the governance of this country. The basic facts and issues of American government are always more than adequately covered.

In summary, American Government Today is an excellent text which is very highly recommended with only one reservation--that it be used with the expectation that it is difficult and somewhat controversial but stimulating throughout. As such, it can be used effectively and successfully by teachers looking for texts on American government that are not pre-programmed and standardized for the study of this subject.

Rating: EXCELLENT

Review #3

American Government Today is a very comprehensive analysis of the structure of American government. It is very scholarly written in language perhaps too difficult for the majority of high school students today. Typical of the advanced terminology are the following statements:

> "...the contradiction between creed and practice, then, is not precisely as it first appears. Ideological positions typically are restricted by the historical context that produces them. Equalitarianism has not comprised a static set of value positions."

The fact that various sections of the text were written by experts in the field makes for a scholarly discourse, but the vocabulary throughout the book is much too difficult for high school students today who invariably have learning disabilities.

The authors do an excellent job of discussing the checks and balance system. In Unit III, Who Runs the Government, the authors very thoroughly analyze the four national institutions that are primarily responsible for formulating and administering public policy. The decision to dispense with the traditional method of going into great detail by giving exhaustive descriptions of formal institutional powers and decisions was a good one. Instead, the discussion centers around more practical aspects of political realities. The explanation of the bureaucracy sheds even more light on the political realities of our times.

With regard to the treatment given to minorities, the authors give more coverage on the plight of blacks and indians than most American government texts. However, there should have been more of an indepth discussion of the fact that institutional racism is the primary cause of the ill treatment of blacks, indians, and other minorities.

The authors give a rather cursory examination of a wide range of pertinent topics in Chapter VI, Race and Government. Topics alluded to in this section are certainly relevant, but a more exhaustive analysis should have been made of the politics of racism that pervaded the thinking of the Founding Fathers as they deliberated over the amendments to the Constitution, the language of the Declaration of Independence and later, the systematic scheme by the power elite to render both the blacks and indians unworthy of becoming a part of the mainstream of the American way of life. It's a lame excuse given for the maltreatment of minorities when the authors state the following (p. 168) without further elaboration:

> "...In recent years, judicial interpretations of the Constitution have played a major role in the movement for equal rights. When the Constitution was written, however, the document reflected the racial assumptions of its time. Until the amendments of the Reconstruction period were ratified, the United States had a government of white men for white men."

The brief discussion of the above that follows in the text does not give justice to a controversial issue (racism) of such magnitude. This lack of specificity in dealing with problems related to racism in no way encourages a sense of efficacy in the reader, especially minority groups. It would have been more beneficial to students for the authors to have dealt with controversial issues forthrightly with the aim of assisting students to formulate their own concepts and generalizations.

The authors purport to offer students of government an opportunity to deal with broad themes in such a way as to encourage reflective and critical thinking. Broad themes which require the inquiry approach to problem solving are recommended in the prologues, topical inserts, perspectives, suggested readings, and marginal notes. If the intent was

to whet the apetite of students for more knowledge, the goal was accomplished. However, the teacher must draw from his own reservoir of information relative to utilizing a wide variety of teaching strategies. This is true because the accompanying instructional guides are replete with factual information, but unimaginative and devoid of creative ideas which serve as a stimulus to teaching and learning. For example, the delineating of performance objectives, which describe the terminal behavior which denotes acceptable performance on the part of students, should have been followed by specific teaching strategies. The authors, however, in their zest for imparting facts and details to students, devoted far too much time bombarding students with time-worn, traditional questions (essay and multiple choice) instead of providing both teacher and students with springboards, suggested simulations, and other activities that would encourage students to "learn to learn." In other words, the format of the instructional guides appears to work at cross purposes with the intent of the authors to deal with broad issues which develop inquiry skills and promote critical thinking.

The pictures and illustrations in the book are interesting and should serve as valuable teaching tools for teachers to help students develop skills in inferential thinking. Used effectively, these visual aids will help to activate the attending skills of students in many ways, especially in introducing topics and encouraging students to conceptualize.

In summary, American Government Today, although inadequate in some respects, may be used effectively in the classroom, provided the teacher is cognizant of its omissions and takes the necessary steps to provide enrichment activities and experiences for the students.

Rating: FAIR

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Book Three: Ginn and Company

American Political Behavior

Howard D. Mehlinger and John J. Patrick, 1974.

Review #1

American Political Behavior is an attempt at textbook arrangement and presentation of information that is much needed. It is about 560 pages long, with a teacher's guide, an achievement test kit for students, and chapter by chapter tests on ditto sheets. As the title suggests, the authors have avoided the usual straigh tforward arrangements of content which begin with the constitution, on to the federal government and its agencies with state and local governments sandwiched between. Mehlinger and Patrick have indeed included the usual discussion of the structural and operational fabric of national and local/state governments as typical textbooks do. American Political Behavior, however, has gone beyond this and employed case studies, situational and brief story approaches. The result is the capture of the human dynamics of the political systems of which governmental structures are but sub-systems.

Students are led to an appreciation of the political processes, the operations and structures of governments through situations and case studies which reflect the flavor and excitement of the inter-acting human components. This can only rescue the student from the usual deadening effects of treating political structures and their operational concomitants as if they had an existence that is at once very real and owing none of its life-blood to any human source.

Modern governments have given rise to new types of political behavior, influences and responses even as they have emerged from the very continuing evolution of the human condition--multifaceted cultural evolution. For modern persons to function effectively, participate and affect the thrust and directions of their governments, they need to understand not only the structures and operative agents of government, but the

human dynamic which shapes these.

That the authors have recognized these important factors is as commendable as it is timely. They have, however, concentrated their major efforts into their approach and method at the expense of equally recognizing the inevitable demand for adequate and valid case studies, situations and stories. To this extent, they failed to reach that delicate balance between the structures of government and valid human interactions which give governments life and purpose.

In this regard, the authors failed to ensure that stories, case studies and situations used are themselves free from internal flaws. An example is Case #4 in the unit titled "What is Political Behavior?". Here the authors omitted to note the stereotypical treatment of the "hippie-professor" who lost an election for a PTA presidency to a "prominent" lawyer's nominee who himself is a medical doctor. Should it be construed that only "straight", prominent, white-collar and professional persons can and should run for the PTA? This is a disservice to students of productive blue-collar parents and decent long-haired "civil libertarians".

This is but one of several such flaws. Many others are in the category of evidential insufficiency. This is to say that some of the situations and stories do not adequately signify the total political behavior they seek to explain. Some others simply beg the question the authors seem to make.

Nevertheless, the authors' treatment of minorities is considerably more acceptable than many a recent textbook. The same may be said for the fairly good presentation of the influences on the political system and process of such factors as the press, cultural differences, socio-economic status, political parties and unofficial experts and specialists.

Along with the numberous and mature suggestions in the teacher's handbook and student's test papers, this book can be a very good resource to a teacher and a helpful learning stimulant to students.

Rating: GOOD

Review #2

Howard Mehlinger and John J. Patrick are to be commended for their efforts in creating American Political Behavior. They have done a tremendous job in attempting to devise a civics course which is both relevant and exciting to students. To be sure, it is far from the traditional approach taken by most texts of this sort. Though somewhat lengthy (560 pages), the authors have taken care to organize it in such a way that it can be used for either one or two semesters of study. They have conveniently listed numerous resources, films, filmstrips, and other supplementary materials to enhance each chapter. Worksheets, transparencies, two simulations, and two games are also provided. Case studies, illustrations, diagrams, charts, cartoons, and graphs, though more than sufficient in quantity, amplify rather than detract from the textual materials. Even the testing program is unique. Each test has two forms, "A" and "B", either of which may be used initially. If a student fails to master this initial examination, the results may be used to help the student identify his weaknesses. The teacher can then re-teach the student in those areas that need particular emphasis, so that the student can master the second examination. It is worth noting that these tests do not simply require a feedback of "memorized knowledge," but test skills, knowledge, and application of information. Perhaps the only suggestion to enhance these tests would be some sort of essay question where students would be required to express their own thinking on a particular issue, especially since the course is permeated with a variety of controversial topics. However, it is also realized that a fair evaluation of such essays would be virtually impossible.

Not only does the course include a variety of controversial issues,

but politics is approached from an interdisciplinary perspective as well.

Aspects of geography, history, sociology, and anthropology are incorporated as parts of an entity called political behavior. Furthermore, the concepts and skills emphasized throughout the course are sequentially organized in such a manner so as to develop a student's knowledge and ability from simple ideas to more complex ones.

Positive and rather successful attempts have been made both within the written context and the illustrations to reflect the contributions of a variety of ethnic groups in American society. Various Indian tribes (Navajo, Pawnee, Iroquois, etc.), Mexican Americans, Polish Americans, Irish Americans, and Italian Americans are some of the groups included. References to them are in a variety of capacities - contributions, party preferences, and place in society as a subculture. Blacks, however, have been given the greatest consideration and treated most fairly in terms of their political history and struggle for equality.

Equal representation of women is lacking though the authors have taken some care to provide charts of female participation in various political capacities at various governmental levels and a history of suffrage. Discussion of the Women's Rights Movement and contributions of specific women are needed - such as Susan B. Anthony, Elizabeth Stanton, Lucy Stone, Eleanor Roosevelt, Gloria Steinman, Betty Friedan, and others.

Discussions of religious groups is also lacking. Indeed, the only religious group given any manner of consideration outside a discussion of "freedom of religion" was the Amish. However, this "freedom of religion" discussion was particularly excellent in light of the fact that it delved into the constitutionality of religious freedom within our educational system (Madeline Murray, etc.), and did not just take the

traditional idealistic approach to one of our rights. In fact, the authors seem to approach the entire study of politics in this manner, i.e. majority rule, balance of powers, and equality are PRINCIPLES - not necessarily REALITY; limitations and alternatives are carefully considered.

Once again, let me reiterate my congratulations to the authors for a fine and different attempt at the study of American politics.

Rating: GOOD

Review #3

The book begins, not with the pieties, but with the "realities". The reader is carefully disabused of the notion that "political behavior" has to do only with government and the changing of the guardians, or merely with the shrines, talismans, and rites that accompany the change, voting booths, campaign buttons and oratory hooplah. He or she is shown credible, close-to-home examples (pp. 2-8) that whenever there is a pit to be portioned, whenever two approach a bridge where only one may pass, there may be "competition", "conflict", the wielding of "influence": human political behavior.

From raw specimens the introductory chapter moves on to more formal definitions, to classification, to systems and wider contexts, and finishes with a case history to animate what was previously only sketched.

The next chapter brings science to and discussion, introducing basic social studies concepts, skills, and strategies for "mapping" the shifting panorama of political behavior, both asserting the utility of such study and frankly admitting its limitations.

Succeeding chapters undertake to examine in some depth, social variables in this pluralistic society; formal institutions that function, however well or badly, to hold the society together; leaders and decision-makers, their roles, their selection, their relation to the process: in short, the official and the unofficial, the theory and the practice. A thorough, well-conceived text that hangs together very well.

In addition to being well-organized, this book has its questions and exercises mercifully spaced throughout the text, rather than

marshalled in a dread phalanx at the end of each chapter. They usually follow closely on crucial concepts, definitions or distinctions and are so posed in some cases as to require application, interpretation, or summary--or in other cases to invite, like a loose thread, an inquisitive tug.

Graphically, the book is nicely arranged: photos, cartoons, and especially the drawings, are evocative and usually appropriate. The textbook contains plenty of white space to relieve the eyes.

The only criticism of the generally excellent text: the material on "values" and "subcultures" are too sketchy or not very representative, although "values" and their acquisition are ostensibly covered in the section on socialization. The section dealing with subcultures (pp. 91-99) elects to deal at some length with the problems of the Amish and apparently expects the reader to make the necessary transfers to all the other subgroups outside of mainstream culture. Many such groups and their struggles receive little but scant mention anywhere. Some are not even named.

Certainly, it does not go out of its way to "give recognition of the achievements and accomplishments on the racial and ethnic groups." But it does deal with "sex identity" and "racial identity" in such contexts as party preference and voting, congressional recruitment, political efficacy generally, and selection of Congressmen, Presidents and Supreme Court Justices.

But these criticisms should be kept in context. To treat values more fully would probably go beyond the intended scope of this "behavioral" text. And to do more than piously mention all the

many minorities would have given this book (already nearly 600 pages) a volume which might have been excessive.

Criticisms notwithstanding, and within its limited and specifically behavioral undertaking--an excellent text.

Rating: EXCELLENT

Book Four: Ginn and Company

Problems of Democracy

William E. Dunwiddie, 1974.

Review #1

William Dunwiddie's Problems of Democracy is a massive effort to put a sometimes bewildering and often complex subject between the covers of one book. The inquiry method, inductive teaching and an interdisciplinary approach are stressed together with a remarkable listing of additional resources from paperback books to audio-visual materials. To review it all conscientiously takes considerable time and brings to mind Augie March's complaint that the trouble with the world is that "there is too much of everything..."

It begins somewhat pompously with the author's description in the Preface of the book's "outstanding characteristics," moves into a somewhat lugubrious unit entitled Preparing to Study Modern Problems, and then ascends into the real arena with some outstanding chapters such as those on Choosing a Vocation, Curbing Prejudice and Discrimination, Crime and Juvenile Delinquency, etc.

This reviewer has mixed feelings about the style of writing used in the book's presentation. At its worst, it 'talks down' to the reader and frequently lacks narrative style, which, given the subjects covered, should be exciting and stimulating. At times, one is led to think that Dunwiddie was writing from an outline in a hurry between meeting classes.

Problems of Democracy prompts one to ask the crucial question as to the kind of student the author is trying to reach. The aim, it seems to this reviewer, is at the 'average American', which is to suggest the white middle class. Although the book is fair, generally objective and tries to touch down on all bases, it lacks any real perception of what life in this country is like to the youngster on the underside. This is a way of saying that the text lacks a degree of passion and caring which can

only come from experience. The student tends to view the problems presented as if they belonged to someone else; surely not to a young person growing up in the security of American affluence.

The book gives much more than cursory treatment to its 'cosmic' problems and it may be that a clever teacher with a willing class can successfully cope with much of it. Surely, the reading suggested at the close of each chapter is useful and, in some cases, essential. There are some glaring omissions. For example, Steinbeck's classic Grapes of Wrath is not mentioned in the section dealing with the migrant worker.

One is conscious of the 'revision' problem. Now in its fourth rewriting, Problems of Democracy shows some unevenness in its topicality. The unit on the importance of Public Information makes no mention of Watergate and its consequences; the unit on education skips around the question of financial aid in a time of spiraling costs and, consequentially, a diminishing student pool; and there is no treatment of the busing question as it relates to housing discrimination. Dunwiddie cannot be faulted for a lack of effort but rather for some careless editing.

The reviewer is basically positive about this text. In any work of such scope, there are bound to be oversights, and an effort has been made in the writing of this report to avoid nit-picking. One serious criticism, however, lies in the fact that the chapters are often self-contained. There is no attempt made, for example, to relate the weaknesses of the free enterprise system with poverty in the midst of abundance. The treatment of sexism and institutional racism tends to be low-key and lacks the kind of dramatic tie-in which would bring home to the reader the cause of such intensity of feeling on the part of those

affected.

From a graphic point of view, Problems in Democracy is attractively presented with two-color printing, relevant photography and an infinite number of charts. The frequency of the latter puts one in mind of an educator's answer to U.S. News and World Report. Much in that dimension adds clarity to the book; although some of the material is out of date and some tends to oversimplify complicated problems. This reviewer found the Case Studies generally excellent, although sometimes couched in such elementary prose as to be demeaning to the reader.

Although, in the Preface, the writer indicates that the book can be used in part for a one-semester course, it might make more sense to publish three volumes in paperback, which would give the user considerably more flexibility at less cost. If, as the author indicates, Problems in Democracy is aimed at creating "the informed, analytical and involved student," some attempt must be made to make the package more easily digestible, given both the length of the school year and the willingness of the average student to commit a major portion of his preparation time to the subject. The nature of the presentation and the topics covered would make an ideal interdisciplinary course. By itself, Problems of Democracy is a mountain around which hesitant Mohammeds may stroll, always looking up and climbing a bit but never reaching the top.

Rating: GOOD

Review #2

William Dunwiddie, author of Problems of Democracy has had three revised editions of this textbook. Nowhere in the 1974 revised book does he state what was revised. The textbook data are very much like the first 1965 textbook. A book can not be judged entirely by illustrations and pictures however it is evident that the outdated clothing styles, cars, and various other illustrations have no date on the picture. Only the source such as U.S. Census of Agriculture (370), Bureau of Census(557) and Your Federal Income Tax (547) is written under the illustrations. Many times when a source is given like a Cost of Water (406) it has a 1960 date.

In a book such as Problems of Democracy one would expect to see current issues that are of concern to citizens such as equal opportunity for women, the rights of a conscientious objector, the desegregation of a school system, and the eighteen-year-old vote. These and other controversial concerns should help students to think about immediate issues and problems and a source book such as a textbook should be helpful in this regard. This book very seldom concerns itself with vital issues but seemed to take more of a "middle of the road" stand on issues.

Nationalities are only briefly mentioned and only insufficient information is given so that such topics cannot be discussed at length. "Blacks" is even referenced in the index as "see Negroes." One quickly gets the impression that Caucasians are in command in our democratic society.

The author states that "without full information and an opportunity to consider a variety of opposing views, it is not possible to make sound judgements (14)" yet the textbook does not provide significant, up-to-date

information upon which teacher and students can base informed discussions.

Regarding sexism phrases such as "Some people confuse the right of every man to hold an opinion with the false assumption that one man's opinion is as good as another man's (15)" or "A worker who leaves his job is always entitled to his own contributions, if any, but may forfeit all other pension rights (242)." Whenever the third person is used, it is always used as man. Could not "men and women" or "his and her" be used?

Students are given only cold facts with very little assistance in helping students interpret the governmental processes. Students involvement is not encouraged in the decision-making processes such as students doing opinion surveys, taking part in mock trials, or group discussions. Development of critical thinking skills are lacking and therefore the student would have difficulty in approaching social problems rationally and trying to determine a responsible code of behavior. Also no assistance is given to the student that would help him/her in clarifying his/her own feelings and attitudes toward the concepts of democracy.

References to materials of a multi-religious nature of our society are limited to education.

In chapter 24 titled War, Peace and Disarmament, the section on "A Look into the Future," one sees hardly any challenge for students as they complete the course to really do anything about becoming and acting as responsible citizens equiped with information that will help them carry out their citizenship.

To soft pedal the preceding paragraph in a more positive manner one will find at the end of each chapter a green outlined box with an average of four to seven activities. Although most of the information is that of obtaining factual information--various questions are worth the student's

time to answer or carry out. An example of this type of activity is as follows: "Make arrangements for a representative from one of your local welfare agencies to come and speak to your class. Ask him to explain the services provided by the agency, how it coordinates its activities with other agencies in the community (364)."

Dunwiddie presents a realistic concept of our check-and balance system by showing us that the Constitution does not provide for absolute separation of the law-making, executive, and judicial powers. Perhaps he could have stated that power has to be first used on a constitutional basis and that in a democratic government power flows from the constitutional government (434).

I would not recommend this textbook for teaching. If the textbook were to be used, much supplementing would need to be done in every chapter of the book.

Rating: POOR

Review #3

Problems of Democracy by William E. Dunwiddie, in effect, is written in such a way as to perpetuate the status quo of American life - a white, male club. The pressing problems which exist in a highly industrialized society, with a racially and culturally diverse population, are not presented in any real depth nor are they presented with any sense of urgency. The underlying impression is that society is basically good but there are a few things which need some alteration. The only "problem" which is stressed is our "struggle with communism."

In evaluating this text, relative to the guidelines of P.A. 127 and "Suggested Criteria for Reviewing Government Textbooks," it is only necessary to read Chapter 8, "Curbing Prejudice and Discrimination," to gain an accurate picture of the whole textbook. As in the other chapters, the author begins with a "Historical Background" to set the framework for subsequent analysis. By the use of conclusory and historically myopic statements such as, "The intolerance and bigotry of some citizens have sometimes denied the members of certain minorities their full rights" (Pg. 165, emphasis added) and "Kindly masters were forbidden by law to educate them and all but barred by law from freeing them (referring to the effects of slave codes, pg. 167, emphasis added), Dunwiddie eliminates from analysis the role of government, business and other institutions in the establishment of a systematic exclusion of peoples of color from full and equal participation in the development of American society. This historical interpretation also leads to an inevitable misplacing of the problem upon the victims of the system. (See Blaming the Victim by William Ryan). The text falls into this analysis and, thus, is able to interpret Brown v. Board of Education, as "Allowing (B)lacks to attend

schools with white children" (pg. 168) and by such allowance the "problem" will be remedied. The "problem" becomes a bit clearer when the author states that Puerto Ricans are "finding it difficult to adjust to new ways of living" (pg. 169) presumably white, middle class ways since Chinese are succeeding by "rapidly becoming Americanized" (pg. 170). All of this and we are still in the "Historical Background" (sic) section. The text's further definition and treatment of this "problem" is no better. The author's need for absolution; by sharing this guilt, "Discrimination Is World-Wide", (pg. 172); by stressing the history and numbers of government enactments, without honest appraisal of their affect and limitations, leads to the continued misplacement and misdefinition of the problem." We should not judge an entire group by one person we know." (Concluding sentence of Chapter 8, pg. 194).

As noted earlier the only "problem" Problems of Democracy stresses is that of "communism." Mr. Dunwiddie does not lose that perspective in Chapter 8. "Three out of four people in the world today are not of the Caucasoid, or white race. How does this fact influence our struggle with communism?" (Question 1 of "Questions for Thought and Review," pg. 195).

Materials both preceeding and following the examined chapter are of similar quality. On page 16, "Ivan" questions the U. S. problems of poverty, discrimination and adequate health care. This is seen as Soviet propaganda rather than legitimate questions regarding very real problems. In Chapter 5, peoples of color are asked if they want to prepare themselves for work in a field which may discriminate against them, as opposed to questioning everyone whether we are prepared to work to eliminate such discrimination. In Chapter 21, metropolitan areas, discussing the

antagonism between city (read people of color) vs. suburbs (read white) "The city dweller sometimes resents the suburbanite who uses the streets, beaches, parks, hospitals, museums and libraries of the central city while paying little or nothing toward the upkeep of these services. On the other hand, suburbs have had to erect barriers to protect limited recreational facilities from abuse and misuse by hordes of unwelcome fun-seekers from the central city" (pg. 559, emphasis added).

Any government text can provide a description of the theory and function of the various government branches and agencies. The quality of a text should be measured by its application of the objective reality to this description. Problems of Democracy fails.

Rating: POOR

Book Five: Holt, Rinehart and Winston, Inc.

Comparative Political Systems: An Inquiry Approach

Edwin Fenton (General Editor), 1973.

Review #1

Fenton's Comparative Political Systems, the political science component of the Holt Social Studies Curriculum was developed for average and above average ninth grade students. This one semester course can be used even in twelfth grade. Each component has been designed to be an integral part of a sequential and cumulative learning experience; however each is self-contained and can be used apart from the rest of the program.

The teacher should be familiar with Fenton's theory for an inquiry method in learning. A traditional teacher or the teacher that does not feel comfortable working with the inquiry mode would have difficulty using this text.

Teaching strategies are varied throughout the program and range from exposition to games, simulations, and role playing; however, the majority of lessons are organized around directed discussion. The teacher used techniques and questions suggested in the Teacher's Guide to lead students through the data toward generalizations. This reviewer sees the directed discussion strategy as useful to teach concepts, help students learn steps in a proof process, and involves most of their class members in each day's discussion. The structure and operations of federal, state, and various forms of local government are placed in a setting that help each student develop to the limit of his/her ability into an independent thinker and hopefully a responsible citizen of a democratic society.

This inquiry course content deals rather accurately with examining the nature of decision making, the decision-making process, the role of the individual citizen, the institutional setting of decision making,

and political culture in a traditional political system, the United States, and the Soviet Union. Students use content and concepts as organizers for comparing and contrasting rather adequate political systems such as a prison camp, and Indian nation, the United States, and the Soviet Union.

The goal of Comparative Political Systems which is to provide a program in which students can develop to the extent of their abilities into responsible citizens and independent thinkers is very much carried out through the objectives. Because this objective is too abstract and general to serve as guide to the instructor, it has been broken into six separate sub-objectives: "1) the development of constructive attitudes toward learning; 2) the growth of positive self-concepts; 3) the clarification of values; 4) the development of learning skills; 5) the growth in the ability to use analytical skills; 6) the acquisition of knowledge." The objectives for each of the individual lessons are stated in behavioral terms.

Illustrations of this textbook generally are up-to-date. Clarity is good and sexism as well as ethnic makeup in photographs appear to be realistic. Maps, graphs, charts, and tables are well integrated and utilized with textual narrative and questions. Key terms and concepts are defined to a moderate extent for the students in student materials.

Although the materials are quite clear in bringing out that the individual influences the mode of operations, actions, and goals of society just as society shapes the knowledge, values and actions of the individual much teacher facilitation is still very necessary. The author's emphasis is not on memorization but stimulates critical and analytical thinking. Often synthesis is encouraged in conveying ideas,

feelings, or experiences to others, as well as defend and act on his or her thoughts.

The role of women as leaders or the role of women in written content is rarely mentioned. Two instances of women are described as follows: first in describing a picture of the womans march for equality 1974 which is merely described as an interest group. Secondly in a section titled "How a Black Woman Got To Congress" and here the emphasis is more directly related to racial equality than that of women.

The materials and methods of instruction used in the Holt Social Studies Curriculum attempt to develop a student who willingly participates in the work of the courses, who places a positive value on education, and who shows a clear preference for systematic inquiry as a test of truth rather than relying on the work of outside authorities. Attitudes such as these should contribute to the student's education in school and prepare him or her to continue to educate himself or herself even after graduation.

Parts of this textbook could be updated such as the role of women, the issues that should be raised in terms of our present government. However, it should be noted that the over-all basic process and content involved in this book does most effectively compare political systems.

Rating: EXCELLENT

Review #2

A perceptive review of Edwin Fenton's Comparative Political Systems presents a special challenge to one who has never used the inquiry approach in totality. Its value as a classroom tool is better measured, therefore, by the doing rather than the reading.

To the credit of the author and his editorial team, Comparative Political Systems is deliberately underwritten in the sense that it fits neatly into about two-thirds of an academic year. The creativity of the teacher is provoked into building on what has been furnished by the text. I thought the book reasonably balanced between free form and structure. An experienced teacher, therefore, may choose, depending upon the class, as to how this resource can be most effectively used.

It begins with a concise, practical introduction and quickly moves into a brief presentation of a primitive political culture. The choice of the Cheyenne Indians for this purpose is open to some question, although the writers were doubtless guided by the availability of some eye-witness information. Considering what follows, it may not have been an appropriate choice as compared with the space given to the United States and the Soviet Union.

The book contains a number of excellent maps attractively presented. Its charts, however, are often badly outdated and some crucial information is fifteen years behind today. Like many similar volumes, Comparative Political Systems does not cover the constitutional and governmental crisis provoked by Watergate. The omission is unfortunate. Some serious rethinking is necessary both in terms of questions posed and readings included for the next revision.

This reviewer was impressed with the general quality of the readings used. Surely, today's youngster can profit from looking at his/her own country through Soviet eyes. The primary sources include several national periodicals recognized for their objectivity. In one instance, however, the reader noted an editorial slant which might have been explained by the book's editors as an example of less than factual reporting.

I particularly like the way in which this book has been structured. Aside from the one objection raised on the choice of an appropriate primative political culture, the material reads easily in short chapter form and was selected to help the student deal with the basic questions raised.

There is one basic concern which will lead this reviewer to yet another in this critique. Given the maturity of the ninth grade student and a general lack of political sophistication, it may be that Comparative Political Systems is assuming a bit too much. A year or two of greater maturity would enable many young people to fully profit from this well constructed resource.

Building on the above, I also wonder if the average fourteen year old has enough sense of the dynamics of time relationships to be able to comfortably build an understanding of the major concerns of a course in which this book is the principal agent. I am suggesting that Fenton's work could be more effectively used if the students had taken a more traditional course on either American Government or United States History the prior year.

There is a subtle danger, one thinks, of offering an inquiry-oriented book generating questions to which the answers are preordained. This kind of didactic approach is not obvious in Comparative Political Systems, but may be implicit. The teacher, therefore, must be wary of questions

more limited in nature than one should expect. If the student reader is to participate genuinely in free inquiry, he (or she) must be stimulated to bring other resource material into play and to deal openly with the broad questions being raised.

As in so many instances, the careful reader picks up a technique or a resource which the authors have overlooked or omitted. It would be far better, for example, if each chapter had a vocabulary section at its end rather than occasional words defined in the margins. For the younger students whom the book tries to reach, there are any number of terms, words and phrases never emphasized or dealt with properly.

In summary, a fine piece of work for the discerning teacher who accepts the inquiry approach and is willing to use Comparative Political Systems as a launching pad for constructive dialogue and thoughtful writing. Serious thought must be given to the book's appropriateness for the younger student. Fenton does not duck the real issues...from busing to the anti-war movement to political pressue groups. He and his colleagues have made an honest attempt to deal with the real world within the framework of comparative government and have done so successfully. I found myself wanting to use these materials--the final stamp of approval from the active classroom instructor.

Rating: EXCELLENT

Review #3

It is the opinion of the reviewer of Comparative Political Systems, Holt, Rinehart and Winston, Inc., that the book provides good exposure to the selected historic situations. The white power elite has the majority of coverage. There are adequate articles about Cheyenne Indians, Ms. Shirley Chisholm, Black Woman Congressperson, and school desegregation.

The term "primitive" is used to describe the American Indian political system. The reviewer feels that this term is demeaning despite the sociologists' definition. However, this is a criticism of sociologists, not the textbook.

The article about Ms. Chisholm could be viewed as "tokenism," an attempt to cover the Black Power and Women's Liberation movements by a single historic event. The book is weak in terms of dealing with racism and feminism.

In reference to school situations, there is NO mention of slavery, racism or bussing in the northern states. The sections on desegregation refer to the southern states and focus on violence rather than the racial reasons around the controntation of forces.

The copyright of the book is 1967 which may explain why it ignores China. Both the USSR and the USA are treated as Caucasian countries. This could bring the student to decide that only white systems are important or viable. A view at Africa and/or South American would provide valuable educational material. In regard to the USA, the text could be used to stimulate thought about whether ALL Americans experience the privileges expressed by the Bill of Rights in terms of racism, classism, and sexism.

Sincere evaluation needs to be made about how the USA involvement in Viet Nam affected American citizens. Was it a white man's war against yellow men fought by black men, is an important question.

The format of the book encourages the students to form their own opinions which is good. The book stimulates questioning.

It is the overall conclusion of the reviewer that this text provides good coverage of the selected subjects. In regard to meeting the issues in a pluralistic, democratic society, it still has a way to go!

Rating: FAIR

Book Six: Houghton Mifflin Company

American Government: Continuity and Change

Allen Schick and Adrienne Pfister, 1975.

Review #1

American Government, Continuity and Change is a lengthy (600+ pages) but readable text. It is amply illustrated with photographs, charts, graphs and other suitable learning devices. It is more encyclopedic and descriptive than analytic.

The authors impart a feel of efficacy to the student since they stress the possibility of change. Throughout the book the reader is impressed with the idea that American government is a dynamic system that requires citizen participation for its maintenance. The authors have adequately demonstrated the structures and functions of federal, state and various forms of local government. Although the largest part is devoted to the federal level, there is a well-integrated discussion of the interdependence of local, state and federal government.

One of the most striking features of the text is the ten encapsulated sub-sections each entitled "Case Analysis". These analyses are tonically connected to the material just preceeding them, and are apparently designed to help the student formulate his/her own opinion concerning the subject matter. The scope of the issues raised is limited by the questions asked; the student is only required to generate opinions based on the evidence presented, without being given specific tools of analysis or having to cross-reference.

Another prominent component of the text is the sections entitled "Continuity and Change". There the authors attempt what is still rare--both in high school and college texts--to introduce the analysis of the linkages between factors making up a political system. As one critic of this text puts it:

> "A specific systems approach is not used, but structural stability and change over time are part of every unit. The materials also consistently treat systemic conflict and development in this context. In spite of this effort, systematic discussion of how systems can change in alternative ways or how conflict can make differential contributions to systemic performance is not included. Instead, change is presented as a set of exclusive cases in which trends are drawn, but not compared, toward supporting or opposing general systemic changes."[1]

The text includes material from a variety of disciplines, but more extensive information from a sociological, economic, and historical perspective is needed to provide a more complete framework for student analysis and understanding. In many areas throughout the book, particularly those addressing socialization and voting behavior, using a multi-discipline approach would have resulted in greater precision in the use of concepts employed.

American Government, Continuity and Change was copyrighted in 1972 and 1975, which suggests more updating than in fact is found. The Watergate is printed only once in the text, in a graph reprinted from the Gallup Opinion Index (pp. 132). On page 193 the following quote is found: "A President may resign from office, but so far, no President has done so...."

Minority groups are considered by the authors under the general concept of civil rights. Many times throughout the book mention is made of the pluralistic nature of American society, but most minorities, with the exception of Blacks and women, are not given more than passing mention. Civil rights are depicted as if possessed equally in fact by all Americans. The impression is left the reader that equality is

a reality instead of something still sorely neglected. Reference to women are fewer than to Blacks. Both are in the amelioristic framework of rights already achieved. Political analysis, as distinct from legal standards, is essentially omitted.

The major deficiency of this government text is the descriptive/encyclopedic presentation of politics--giving the student more data than he can swallow and less analysis than he should have thrust upon him.

Rating: FAIR

1. Gillespie, Judith A., "The American Government Course. Relationships Between High School and College Instruction", Teaching Political Science, Vol., 2, No. 4, July 1975 (Sage Publications Inc., Beverly Hills, p. 398.)

Review #2

The text American Government: Continuity and Change is a little over 600 pages long, with a student's workguide and instructor's guide and key.

The text traces American governmental development from its European origins through the evolution of political parties, local and state government onto the operational structure of the federal government and its mushroom of agencies. United States international affairs are discussed.

The format is typical of civics texts with the attendant suggestive implications of the predominant role of federal over local and state governments. This undeniably reflects the realities of the relationship between local and federal governments. It is, nevertheless, also reflective of the unwillingness on the part of textbook authors to tackle the task of according students--and, therefore, the public ultimately--with the wherewithal to arrest, if not reverse in some areas, this precipitous surrender of all local control of the very strings controlling the life of all and every citizen. Federal systems everywhere propend towards this erosion of local control, always to the advantage of the larger federal arm. This may be empirically inevitable but there is danger then in an unwary public's tendency to ignore those local cliques who are at once the determinants of the federal constituencies and the local disbursing agents for the federal leviathan. This text suffers from this flaw.

A few other shortcomings may be noted. The print is too small and may be taxing to some students. Drawings and charts are quite appropriately placed. However, in the area of photographic illustrations there is an incredibly inexcusable shortage of positive and exemplary faces of minorities in both local and federal governmental processes. Admitted or not, documented or not, minorities have made sufficient and consequential contributions to the development of the evolving principles and, therefore, to the nature and structure of American government. These contributions ought to be researched and included so that minority students may find some degree of efficacy and relevance in learning about and participating and serving in both local and national government. It is not sufficient simply to present the minorities' contributions to the "problems" and "conflicts" in the evolution of American governmental systems. It is imperative that their contributions to the positive dynamics of government are equally treated.

Additionally, American governmental evolutionary process is pregnant with the systematic and protracted exclusion of minorities from the full participation and benefits which their invaluable and undeniable labors and contributions to the survival of an emergent nation should have earned them. Students must not be spared the shame of thwarted democracy for millions of deserving Americans. To do so is to offer students and citizens a dangerously distorted picture of American government which, after all, is but the net of the dynamic conflicts between ideal and practice among the multifarious subgroups of American society.

The authors too often vascillate between the extremes of minimal expectation of the student reader and over-taxation of his/her ability. The former is exemplified by the comparative treatment of government types where the authors seem reluctant to fully expose the dangers to democracy by, for instance, unbridled big business and executive privilege, or, say, large-scale organized crime and official dishonesty for personal or political aggrandizement. The latter is evidenced by the telescopic treatment of many of the political concepts which must abound in a civics text. Too much is left to the students who may or may not pursue these concepts to the practical intelligibility. Surely the authors deserve credit for the attempt to update their text by introducing some of these concepts which have hitherto been felt too difficult for students to understand. However, updating a text merely by increment without an accompanying revelation of the necessity for equally novel and improved avenues towards a fresh and critical appraisal of the new information, facts and concepts is ineffecacious. The authors have fairly well documented the massive growth of the governmental, operational and structural labyrinth. But they have done little to provide the student with the equipment to weave his/her way through that maze of government bureaucracy.

The text has some very good points which rescue it from invalidity. The "Case Analysis" at the end of each unit takes the reader through a detailed and in-depth analysis of some of the major existing and emerging issues and problems of governmental evolution. The discussion of the documentary origins of the American governments and of the rights of the populace is especially good, although once again these are not presented to articulate with the rest of the material as they might

have been--considering that civics is still taught in many schools to pupils just beginning high school.

The students workbook is a useful resource which students can use for rechecking information and further research. Quite a bit more attention than is usual has been given to extra-school activities and research. The teacher's guide is quite good and contains many useful suggestions, although it may be wondered why some of these have not been included in the student's workbook.

The text is, in the final analysis, a good resource and, considering the wealth of information it has included, an astute teacher and a resourceful student could put it to good use.

Rating: FAIR

Review #3

Although thorough in its description of the function and structure of our government (especially at the Federal level), American Government, Continuity and Change is too minutely detailed an account for a semester of study. In fact, it would be virtually impossible to complete this 600 page volume in a year's time, especially if a teacher were to include the numerous vital discussions recommended in the teacher's guide and the activities in the student workbook. The workbook itself is excellent in that it attempts to develop skills such as summarizing, contrasting, comparing, and reasoning, but the tests are rather disappointing in that they require only factual information from the student rather than utilization of this information to discuss, defend, or refute political issues of a controversial nature. The text falls short in this respect. If, as educators, we desire to put a tool into the hands of our students by which they can function in the world as responsible citizens, they need more than just a knowledge of the function and structure of our government. As the authors so aptly state it, "the importance of analysis in teaching American government is defining issues, bringing out points of view, and examining not only facts but values." The student needs to consider questions such as "What is the proper relation of a citizen to his/her government? What should be the American citizen's role in party politics? How can he/she best influence the course of government? How can he/she shape public opinion? How can he/she get at the essential facts bearing on public issues? Ironically, the authors themselves see these as crucial questions (they have explicitly stated

so in page one of the Instructor's Guide and Key); yet there is relatively little effort made by the authors to confront controversial issues. In fact, controversial issues are actually avoided. They are lumped into various general traditional discussions of "freedom of religion," "the rights of the minority versus the rule of the majority," and "how our Constitution provides for a separation of powers and a check and balance system." A philosophical approach is taken rather than dealing with the real world as it actually is. In addition, though the text does reflect the "pluralistic, multi-racial, multi-ethnic, and multi-religious nature of our society," it does so in a general and somewhat minimal way. Latinos, Chinese-and Japanese-Americans, and European ethnic groups are not even mentioned. One must assume that they are to be lumped into the general discussion of "minorities" to which a total of eight pages has been allotted with an additional twenty-five or so other sentences scattered throughout the text. Blacks are given the greatest consideration, but even here, it is all too general, concentrating primarily on a sketchy historical survey of suffrage rights and the Civil Rights Laws. Women too are mentioned, but once again, from a historical perspective - suffrage and working conditions. The only religious group mentioned (the Jehovah's Witnesses) was to illustrate an example of religious freedom. Once again, we must assume that all other religious minorities are to be included in the all too few (three) pages on religious freedom.

The text does have some strengths that should be mentioned. It is highly organized with each chapter containing an introduction, section and paragraph headings, section check-ups, a summary, and a chapter review.

Another feature included in each chapter is "continuity and Change," focusing on eithe trends or patterns or historical developments of political change. While there are few photographs (no color) there is an abundance of charts, graphs, and fact panels to provide some diversion for the student. Probably the greatest strength of the text lies in its inquiry-approach to ten governmental issues. It is too bad that the authors did not see fit to include more of these "Case Analyses" in order to incorporate some of the other vital issues of our society such as sex-stereotyping and the problems encountered by various racial, ethnic, and religious minorities. All in all, as a "government" text, it deserves a good rating - lacking an excellent rating only because of its somewhat brief exposition of our state and local governments. But in terms of the criteria set forth by the Social Studies Textbook Act, the text fell short, warranting a poor evaluation.

Rating: POOR

Book Seven: J. B. Lippincott Company

Our American Government

Stanley E. Dimond and Elmer F. Pflieger, 1973.

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Review #1

The purpose of this thought provoking book, Our American Government, is to arouse and sustain the interest and participation of citizens in their changing government. The title is indicative of this concern and feeling of partnership as an intregal part of one's life. Tracing the concept of representative government from its origins in early civilizations, through the English experience and its application to the American independence, and, finally, Constitution, this book is committed to the continuation and growth of this type of government. Since schools are the common experience of American citizens, it is logical that students are provided with the opportunity for experience and understanding their government as future participants.

The organization of this book is excellent. An overview of the topics of the eight units is helpful in discussing the book's approach to the study of government. The titles of these units are: "Principles and Practices of Our Government"; "The Political Processes"; "The National Government"; "State Government"; "Local Government"; "Taxation and Finance"; "United States and World Affairs"; "Government and the Life of the People". Each unit is introduced by a photographic essay or collage which might be used as a source of student speculative discussion. These large units are subdivided into chapters explaining the various facets of the unit. A vocabulary introduces each chapter so that the students have a common understanding of terms used. The well written text uses clear cut examples to present the ideas. Sometimes these examples are flashbacks to historical precedents or they may be reports of current

experiences. Local and state governments receive intensive attention in special units which delineate the realistic scope of this governmental process. A group of "study questions" appear at the end of each chapter and provide an excellent review. "Ideas for Discussions" is another review section providing for oral discussions and ideas to reinforce main concepts. Another student activity section, "Things To Do" involves the students in social-science-type projects. These exercises provide an opportunity to participate in government in action. An up-to-date bibliography encourages further reading of related ideas.

Each unit is terminated with a case study or discovery episode. Although these are printed on blue paper to identify them as a separate part of the unit, they serve to highlight the previous discussion as definite experiences of government in action.

The illustrative material is diversified. Clear photographs have been well chosen and give evidence that the authors are well aware that ours is a pluralistic society. These pictures are very well balanced showing governmental leaders, various minority groups and women in many situations. These are fine pictures of buildings in various parts of the country. Cartoons have been widely used - they are excellent devices for encouraging oral contributions from reluctant readers. Many informative charts highlight the contents. Time lines showing the development of concepts are effective too. Important issues have been placed in blue boxes to augment text discussions.

Such important documents as The Declaration of Independence, Articles of Confederation, United States Constitution have been included. There are additional reference tables showing "Voting Requirements for State

Elections"; "Election Results for Presidency and Congress Since 1789"; "State Legislatures"; "Use of Initiative and Referendum in the Making of State Laws"; "Terms of Office and Pay of Governors". A complete glossary is included.

The roles of the various social sciences are described. Career information about the kinds of work involved in many governmental careers is discussed and illustrations add further insight into the money occupations inherent in this vital part of our lives.

Besides being an excellent textbook for high school students, the annotated edition provides the teacher with outstanding alternatives for using the book successfully. A variety of teaching strategies are fully described for using this book for either a semester or a full year course. Unit tests have been prepared. Discussion questions are available. Bibliographies are listed. Audio-visual materials such as sound films, film strips and charts have been included. It is a total do-it-yourself package with choices.

Students who are fortunate enough to use this book in a government class should become critical thinking, concerned, active citizens well aware of their roles, rights and responsibilities.

This reviewer is impressed!

Rating: EXCELLENT

Review #2

The basic structure(s) and function(s) of the United States Government, as found in most textbooks of this nature, is/are included in this book. The unit titles are illustrative of this: "Principles and Practices of Our Government;" "The Political Process;" "National Government;" "State Government;" "Local Government;" "Taxation and Finance;" "The United States and World Affairs;" "Government and the Life of Our People."

This text initiates the study of American government by examining some of the fundamental aspects, i.e., liberty, concern for the general welfare, majority rule, and minority rights. It is apparent that these concepts and/or generalizations are presented in such a way as to provide minimal understanding of these factors. Specifically, the section concerning minority rights (pp. 13-14), is so overgeneralized that this important concept is given a superficial application. What disturbs this reviewer are the concepts and generalizations found on page 15 are not adequately presented in the preceeding chapter. I found this problem to be common throughout the text.

Chapter 2 (pp. 17-34) and Chapter 3 (pp. 35-55) present the origins of fundamental ideas and basic constitutional sanctions primarily by listing those ideas and/or sanctions without sufficient explanation. At a time when students are questioning the very foundations of the American governmental system, it is of ultimate importance that the text thoroughly acquaint the student not only with the listing of ideas and/or functions but also, the rationale behind those elements.

The section concerning "The Struggle for Civil Rights," (pp. 56-77), presents a chronological explanation of the movement of equalization of rights for all peoples in this pluralistic society as prescribed by the U.S. Constitution. Particular attention is given to this movement between 1955-1972. Again the material is presented an as overview negating some of the specific traumatic experiences that were felt by those groups striving for equality. However, the concepts found on pages 76-77 provide the student with a realistic and practical set of questions concerning what has occurred to certain segments of the American society as opposed to the inherent guarantees found in the Constitution.

The second unit of the text, "The Political Process," (pp. 79-175), provides the students with the basic information concerning citizenship and immigration policies, the election process, political parties, and the manipulation or change process of public opinion. An underlying theme that is apparent in this unit is that the democratic processes are slow, complicated, and at times confusing which is unlike the smooth authoritarian operation. However, through this slow and complicated process the assurance of fair and equitable decisions are realized, i.e., American freedom.

Unit Three of the text does an adequate presentation of the basic structure and function of the legislative executive and judicial branches on the national level. One problem that is quite apparent is the outdated material concerning the last presidential election. This situation can be corrected by merely adding subsequent information that has been released since that election.

The section on "State Government" (pp. 323-405) and the section on "Local Government" (pp. 407-481) provide sufficient material and illustrate some of the deficiencies that exist within those levels of governmental operations. The text also gives suggestions for their improvement. Also, there is adequate explanation of the structure and function of the various types of governments found at these levels.

The section on "Taxation and Finance," (pp. 483-525) gives evidence and an overall awareness of various governmental fiscal and monetary policies that consequently affect the allocation of funds for programs that the public may view with high priority. The understanding of governmental expenditures is one of the outstanding features of this text. To be sure, many texts do not include a section of this nature.

The unit on "The United States and World Affairs," seems to provide minimal information and a slanted view of the United States in it's role as a world leader. This section gives information that perpetuates the foreign policy adopted under former President Richard M. Nixon. I am fearful that the altered international relationships that have occurred since 1972 make this unit obsolete as far as world considerations are concerned.

It is quite apparent that this text has many obvious deficiencies that are found in most conventional American books. Although this edition was released in 1973, there are many areas that are either outdated or need further explanation to insure student understanding of the intended topic and/or concept presented.

Rating: POOR

Review #3

The complexity of today's society makes it imperative that each Government student increase his/her awareness of the need for a strong governmental structure, as well as a knowledge of this variety of political systems that have evolved to meet this important need. A student must be cognizant of our organizational structure, roles of individuals, and the decision-making factors that effect a persons ability in becoming an effective citizen in a democratic society. Stanley Dimond and Elmer F. Pfleiger, the authors of Our American Government, have given the classroom instructor a good textbook to use.

Many times illustrations used in Government textbooks depict Third-World people only in conflict situations; i.e., Civil Rights Movement, and not in roles which depict them as integral parts of our society. The authors have provided the reader with an array of varied Third-World illustrations. The selection of Third-World illustrations places Third-World persons in central positions, in authentic situations, in varying lifestyles and, most importantly, in leadership roles. Overall, the illustrations used are up-to-date and lend to developing the material presented in each unit.

An important factor which is noticeable in this textbook is the authors' attempt to integrate Third-World issues as issues which are relevant for all people and not just for a few people of our total population. Whether it be at the State and Local Government levels or issues involving Taxation and Finance, Third-World people are shown as concerned citizens.

Another important aspect of Our American Government is the authors' attempt to show some sensitivity to non-Black Third-World people. Too often authors who attempt to make their textbooks more multi-ethnic in content merely deluge the reader with issues centered around Black concerns. This statement should not be construed to deny the importance of their concerns or to demean their efforts. Simply stated, each of the major groups; Black, Native Americans, Latinos and Asians have contributed to this society; yet have maintained certain cultural characteristics necessary for their existence as a people.

Generally, the authors have attempted to produce a multi-ethnic approach to teach about our governmental structure. The content material is vast and also thought provoking. It is my feeling a Third-World student would become more knowledgeable about our total governmental structure, the struggles of Third-World peoples, as well as, some of the contributions of Third-World people in the constantly evolving democratic society we call Our American Government.

Rating: GOOD

Book Eight: The MacMillan Company

Government, The American System

Stewart G. Brown, Russell F. Farnen, and
Charles L. Peltier, 1973.

Review #1

The text, Government, the American System, seems to be written in a very conservative manner with a high degree of literary camouflage. The unit on citizenship typifies a number of situations throughout the book which dresses up the issues in such a manner as to cover up the realities and effects of a particular condition. This unit is introduced with section one of the United States Constitution.

It is all well and good to include idealistic statements contained in section one of the U.S. Constitution in discussing citizenship, but to leave students without a supplementary commentary makes for imbalance in the presentation of complete and accurate information. For example: "No state shall deprive any person of life, liberty, or property without due process of law; not deny to any person within its jurisdiction the equal protection of law."

The founding fathers probably had the best of intentions when writing these admirable principles, but unfortunately, for many Black Americans these ideals have been abridged for the past 400 years. To omit information about the Jim Crow Laws; the fight to have anti-lynch laws implemented; and the numerous pieces of litigation which were defended, in part, on the basis of Article One of the United States Constitution, does not give a comprehensive picture of the dualism of citizenship which exists in this country.

If efficacy means that one develops a sense of being able to effectuate change, then the authors have done a poor job in conveying this concept. There are questions posed but the questions tend to be very closed ended and inferential.

The authors raise questions like: "How did our cities come to what

they are?" "Why are there Negro ghettos?" Now granted, there are Black ghettos but there are also Chicano ghettos, Indian ghettos, White ghettos, and a number of other ghettos distinguished by a particular ethnic group. These kinds of questions tend to lead students to stereotype formation rather than developing attitudes of bringing about change.

Balanced information seems to be lacking throughout the book, particularly in the unit on foreign policy. The text in this particular unit conveys a message that America is the richest nation in the world. There is also information which gives the impression that America is strongly concerned about all the fledgling developing nations who are seeking to establish their national identity. The information given is quite misleading and not totally accurate. The traditional concept that America is the protector of the world and the mother and father to all nations is promulgated throughout this unit. Students are presented with information in a vacuum. They are not given information which helps students to develop opinions based upon all the facts. Now the fact is, America has not been a supporter of a number of fledgling nations seeking self determination. Furthermore, America has been a friend of colonial nations through her demonstrated actions in the U.N. and also her monetary commitment to South Africa and Rodesia.

The text seems to be guilty of using misleading information on a number of occasions. In the unit"Poverty and Cities", statements are made about large cities being largely populated by Black majorities due to high birth rates and White flight to the suburbs. The text suggests that the best way to curb the racial imbalance in urban cities is to institute massive birth control programs for Black inner-cities.

There are several negative concepts that students could deduce from

this kind of information. One, students could get the impression that Blacks have uncontrollable sex drives which result in the high percentage of Black persons populated by central cities. They may also fail to see that such factors as regional migration, economic conditions, and racism in housing are the major factors which contribute to the high concentration of Blacks in central cities. Secondly, Black students may view these kinds of statements as being a reinforcement of what a number of Black revolutionaries have stated in regard to this country developing a step by step program of genocide on the Black race.

There are some positive notes about the text. I was impressed with the general design of the book. The compactness and the use of large bold type are definite pluses.

Rating: FAIR

Review #2

This is a practical text consisting of definitions and descriptions of governmental structures and operations on the federal, state, and local levels. The text would perhaps best be used as a handbook of the American governmental system. Descriptions of the structures and operations are not lengthy. The usage of this text appears to be limited to the teacher.

The text has sufficient scope and is written in a clear, concise style. There is adaptability for varying types of teaching. However it is very dull.

Due to its style, inconsistencies can arise. For instance in chapter nine:

> You will notice that many decisions of the Court (U.S. Supreme Court) are reached in close votes, such as 5 to 4 or 6 to 3. This is so because the Supreme Court usually handles only highly controversal cases where disagreement is most likely.. It is, noteworthy, however, that in the series of desegregation discussions handed down since 1954 the Court has usually been unanimous.

Yet in chapter 13:

> In the 1950's Americans were rather suddenly forced to recognize that a black minority of about 100 per cent of the population was no longer willing to put up with second class status. Court cases and civil disobedience demonstrations, as we saw in chapter 5, finally put such pressure on Congress that epoch-making civil rights laws were enacted in 1957, 1958, 1964, and 1965 to secure the political and legal equality of all Americans regardless of color.

What perhaps is noteworthy is not the unanimous decisions of the U.S. Supreme Court in desegregation cases, but the conditions and operations of our system that resulted in this pressure for civil rights laws. The text can be unrealistic.

The text does not develop the role of American minority or religious groups and does not give balanced treatment. The text is inadequate in interest to women. On its own, the text does little to encourage women and minorities to become involved with the system.

The material is likely to create or cause race or class hostility. In chapter 13 (regarding America's poor:)

> . . . unless birth control methods are much more commonly used, while the exodus of whites to the suburbs will so alter the balance of city populations that many cities will have black majorities.

Black readers could find this difficult to digest because it implies that the black population must be reduced or more aptly, controlled.

The text favors the white male in our American system and does not adequately show the American ways of life. Unless the teacher pursues the problems and projects sections, women and minorities are going to be "left standing on the outside looking in".

The subject matter does not adequately emphasize the multi-racial, multi-ethnic, multi-religious or the pluralistic nature of our society.

Rating: POOR

Review #3

Government, the American System begins well. The authors of the text at the onset attempt to involve the reader in a personal way in analyzing the United States governmental structure. The authors' reason for doing this are clearly defined. "If you should wish to bring about change in your community or state, a change in the way public business is conducted, in the spending of tax monies, in the choice of officials, or in the way officials are chosen, you would need to know a great deal about government." They then cite in detail a case study of what citizens were able to accomplish and what methods they used in achieving their goal while working within the governmental structure.

With the students' interest sufficiently aroused in the subject of the American System of government, the authors proceed to present for study a manual of governmental structure and operation. This reviewer found the textbook well organized, clear, concise, and well written. Terms are carefully defined, charts are excellent, photographs are representative of a cross-section of our society. At the conclusion of each chapter significant review and discussion questions are presented. Valuable problems and projects are recommended, as are further readings which are drawn from a wide variety of sources.

This "manual" of governmental structure and operations is brief and concise, but factual. With few exceptions the text does not deal with personalities or with controversial issues. In this reviewer's opinion it is just as well. For it is in the discussion of controversial issues that the book is inadequate. Example: Poverty and the Police. The authors assert that "the fundamental cause of public disobedience to law and disrespect for the police . . . is the sense of alienation which

grips so many of the ghetto poor, especially young blacks." What they offer as a solution is "to assist the ghetto poor to build a new and better life that will bring with it a change in thinking about the law and the police." This leaves a widely recognized need unmentioned. That is, the need for the police to specially selected for their awareness and sensitivity to all human beings, and to be trained to react and deal appropriately with situations as they arise. Why is this not mentioned along with the discussion of "special training in riot control?" Why is it not mentioned that many urban areas are actively recruiting more minority persons and women for their police forces?

Another example of a controversial issue which this reviewer feels is mishandled, is that of Viet Nam. A one-sided account of United States involvement in Viet Nam is presented, followed by the statement that "the prolonged and bitter war that followed brought destruction on an unprecedented scale, divided world opinion, and sharply and bitterly divided the American people." No further explanation is given as to why this is so.

In fact the entire discussion on communism is open to question. To the book's credit are fairly detailed and objective discussions of the Central Intelligence Agency, the problems raised by the close connections between science and the military, the problem of ethics in government, and campaign financing.

In general, however, this reviewer believes that most controversial or, in fact, contemporary issues discussed in this book are not looked at from more than one point of view and, therefore, are inadequately treated.

Women are not mentioned as a topic except in a brief sentence in a

discussion of "Labor Services." The contributions of women and minority group individuals to the various areas of government are not mentioned.

In conclusion, it is the opinion of this review that the book as a basic manual for use as a tool in teaching the structure and operations of government is adequate. The charts are particularly excellent. The book falls short as a general government textbook, however, in that its approach is not interdisciplinary, nor is it totally realistic. Its brevity and conciseness, in many ways desirable characteristics of a textbook, are, in this case, the book's greatest shortcoming. Much that should be covered is not. Only with the careful utilization and integration of supplemental materials into the total government program could this reviewer recommend the use of Government, the American System.

Rating: FAIR

Book Nine: McDougal, Littell and Company

U.S.A. Government

Kirsten E. A. Borg, 1974.

Review #1

U.S.A. Government provides the student with a multi-disciplinary approach to studying about our government. It is one book in a series of seven, and it can be used, individually, as a civics or American government textbook. The book focuses on some important topics and issues, and there are some unique features in the book. Students are introduced to the structure of American government by an opening chapter on the Constitution. The chapter is divided into a case study on the convention and is followed by an unannotated version of the Constitution. The other major topics presented in this book are designed so students can refer back to the Constitution for different facets of government. Illustrating our government structure in practice are a series of case studies which permeate the entire book. The author has organized the material around a historical approach. One might easily get the impression from reading this particular book in the series that it could be utilized in a history class as supplementary material.

The chapter dealing with the Presidency gives an overview of the structure of the Presidency and focuses on the roles of the President. The student will enjoy this approach more so than content consisting of just facts. The second part of the chapter has a series of case studies on different presidents. The student is presented with some biased case studies in depicting presidents. In the teacher's manual, questions pertain to some value-laden descriptions on certain presidents. The questions allow for some divergent thinking, but many other call for students to respond to why certain presidents were either excellent, successful or failures.

An interesting case study in the chapter on cities describes the

mayor of Chicago in a typical day with some background about his accomplishments. Again, the teacher is left to ask a series of weak questions about the mayor.

U.S.A. Government falls somewhat short of its stated objectives. The teacher's manual purports to recognize the importance of minority groups in the development of the United States. There is very little evidence in U.S.A. Government which supports this objective. There is a definite lack of information about different ethnic and racial groups in the material. Incorporation of a representation of minority understanding in either the general text material or in the case studies is not evident.

There is a distinct oversight in both the selection of illustrations and in the selection of the cases utilized. Only one picture representing any minorities is present. The picture is a view of the Selma March, and one must even question its particular location in the book. The student might be able to do some inquiry regarding the picture because there is no caption or any descriptive commentary relating the picture to the information in the book.

Specific chapters could easily have incorporated readings related to minorities. It would seem appropriate for a 1974-published textbook to include more than a token amount of material on ethnic and racial minorities. There are certain chapters like the ones on elections and cities where readings relating to minorities could have been introduced to the student. It seems strange that neither achievements, contributions or struggles of minorities could not have been included in the material to really reflect a realistic element in our society.

U.S.A. Government is unique in that there are no student questions

or activities at the end of the chapters. The students must rely entirely on the teacher to give direction and to develop the various concepts emphasized. The teacher's manual really does not help the teacher. There are only a series of questions for each chapter and many of them are not of high quality. Although there are some questions requiring a high level of thinking, both convergently and divergently, many ask for student response at a recall level.

In summary, there are some good points in this book, but it would take a creative teacher to utilize the text in a meaningful way. The structure and operations of the national, state, and local governments are treated in a different manner, but the approach would help students to grasp a full understanding. The book really ignores a multi-ethnic approach and students would have difficulty in conceiving pluralistic society by reading it.

Rating: POOR

Review #2

USA Government, by Kirsten E. A. Borg, is not a good textbook. (I plead for forgiveness for my lack of tact, but I do believe in getting to the main point.) The book fails miserably in its efforts to convey the essence of what government is about in America. Speaking generally, the storybook style of the text is either too juvenile in some instances, too trite on occasions or too difficult in some instances. The only consistency in presentation that is apparent is the use of "true life" or "human interest" stories to get a principle across to the reader. I detest this method because the author apparently assumes that the student will get the message, or the principle, somehow from the meaning of the stories and examples given. This is taking too much for granted. Better textbooks state the main idea or thesis clearly in each chapter and provide stories and/or other types of examples for explanation and clarification. I would recommend USA Government, by Borg, as a good supplemental reader and/or reference book in a high school library or reading development class. I do not feel that it is suitable to be used as textbook material.

The lack of textbook suitability is readily apparent in the book's lack of end-of-chapter questions, bibliography, suggested activities, projects and other follow up information that can enhance the learning to be gained from a chapter in a book. In Borg's book, the chapters, or articles, end abruptly, with little or nothing suggest for further thought or discussion.

Since the book is actually a collection of articles by many different authors, it is difficult to arrive at a concensus on what the general theme of the book is about. However, here are some generalizations that should further clarify my feelings about the book.

The pluralistic and multi-cultural nature of American society is suggested but is not emphasized in the Borg-edited text. And, where such suggestions are made, there is evidence in at least one article of subtle racism. Black and Puerto Rican ethnic groups are referred to as living in ghettos, while Italian and Polish groups are referred to as living in neighborhoods. The implication has strong racial overtones. This information can be found on pages 145 and 146 in the article, "Metropolis," by Mike Royko. Why Borg did not edit this type of reference is totally beyond me. In the same article, on page 145, can be found the following statements:

> If the limousine went east, to Lake Shore Drive, it would go through part of the black ghetto. If it went straight north, it would enter a decaying neighborhood in transition from white to Latin and black."

How blatantly racist these statements are! The only slight justification that I could magnanimously extend to Royko is that maybe this is an attempt to be realistic in a society that acknowledges and often laughs at its racist nature. But let us not forget that impressionable young people are not as perceptive as more mature adults. Subtle racism can sink into their consciousness very easily, and because of this, "realistic racism" must often be tempered, verbally, with tact and emotional sensitivity.

The text does not convey a sense of efficacy in the reader. The articles are presented, without any indication that you, the reader, can really get involved. Many of the articles are biographical sketches of prominent persons, living and deceased. There are articles about the life of a Congressman and a day with the President. But in an attempt to be realistic, mundane, "down to earth", etc., the written presentation of the lifestyles of these governmental luminaries is loaded with redundancy and trivia. For example, in describing the roles of the President on page 63, the textbook states that the President "...lights the national Christmas tree, buys the first poppy from the Veterans of Foreign Wars, gives the first crisp banknote to the Red Cross, throws out the first ball for the Senators, rolls the first egg for the Easter Bunny, etc,. etc." The textbook either takes too long to get to the heart of issues or does not get to the issues at all. Moreover, in order for the reader to acquire the feeling that he/she is or can be a participant in the governmental processes being described, some type of guideline is necessary. Unfortunately, USA Government is not organized in a systematic, guideline-type style which is a must for many students and lay readers.

Furthermore, how can Mr. or Ms. Average Reader check out local government practices if a "how-to-do-it" guide is not provided. Borg's book assumes, apparently, that the reader is sophisticated enough to deal with local city problems and "watchdog" the practices of urban officials. What is the point, I wonder, of discussing "Los Angeles: 40 Suburbs in Search of a City" when the problems that confronts many urban dwellers are not discussed. The majority of Americans now live

in metropolitan areas and face problems such as irregular garbage collections, rising city taxes, inefficient transportation system, increasing rate of crime and a declining quality of urban education. Why were these issues not discussed? The problems of New York and Chicago are discussed in a generalized way with the underlying suggestion that this is what local government is all about. How ridiculous! I am aware that the problems of each American municipality cannot be discussed in a 200 page textbook; but, certainly, a better method can and should be utilized to give the reader a better idea of the essence of urban living and local government in America. This can include a discussion of the problems generally common to cities followed by a more or less detailed explanation of the various ways citizens go about getting things done and getting problems solved.

In concluding this review of USA Government, edited by Kirsten Borg, I again express the hope that it will never be adopted as a standard textbook for a class in American government. At best, I feel that the students assigned this reference would receive a rather shallow and biased concept of the essence of government in America, unless they make a purposeful and decided effort to seek out other sources of information to supplement the Borg reference.

Rating: POOR

Review #3

The third review of this book was not submitted.

Rating: POOR

Book Ten: Noble and Noble, Publishers, Inc.

<u>The Process of American Government: Cases and Problems</u>

Bernard Feder, 1972.

Review #1

The author of The Process of American Government has come up with a unique approach for the teacher. One can utilize this book in the format of a traditional hard-covered textbook or utilize a series of fourteen paperback selections. Each of the paperback selections represents one of the units in the regular hard-covered textbook. One is immediately impressed with the flexibility in using this book. An individual teacher can be selective and choose only those units most appropriate for a particular class. Because the separate paperbacks cover a wide range of topics, an individual teacher can create a course most appropriate to the needs of students. The teacher is presented with both a teacher's guide and an accompanying volume - Objectives, Teaching Techniques, and Evaluation Procedures. This accompanying volume is divided into the fourteen units represented in the text. Helpful concepts, terms, and objectives are provided for the teacher. The objectives are stated clearly for the teacher and include both cognitive and affective areas. In addition, there are plans for teaching each lesson, but the book is structured for flexibility if desired. Along with the teacher's manual, the textbook does a good job on developing the processes of thinking and decision making for students. There are a number of units requiring the students to derive theories and test propositions after reading and analyzing cases. There are a number of exercises which motivate the student to inquire. The student analyzes a number of different cases by examining institutions, events, decisions or situations. By analyzing the cases, the student engages in a more meaningful experience, and is presented with realistic material. Excerpts of actual laws and court decisions are presented to give students a basic

framework of the political processes.

Although the units are self-contained topics, they will appear to the teacher as organized in terms of the American governmental institutions with which most teachers are familiar. Units on the Congress, the Presidency, the Courts, the administrative agencies and the political parties provide for a legitimate framework for study. The various topics treated are adequately presented and they should convey to the student an understanding of the structure and operations of our federal system of government. The Process of American Government is unique. Its basic presentation is not oriented toward a factual description of governmental structures. With the use of cases primary materials and student aids in each unit, the students can engage in a provocative learning experience. Exercises and questions throughout the text relate to both cognitive and affective areas of inquiry.

There appears to be a major shortcoming in this textbook. The author designed several units which should have recognized the presence of minority groups in our society. Because of the approach and style of the material in the book, it would have been quite possible to have focused on more subject matter relevant to minority groups and to a pluralistic understanding. There should have been more focus on the treatment of minorities either in the narrative of the various units or be contained in the particular lessons and exercises in the teacher's manual.

In summary, the book is unique in its approach to studying American government. It could provide the students with new skills and with a new approach to understanding governmental issues and events. Unfortunately, the book really fails to present an acceptable discussion of the influences of our minority groups on American political thought and practice.

Rating: FAIR

Review #2

The Process of American Government provides a multi-analytic design by which the students receive information about government, a method of research, e.g., making hypotheses, evaluating data, analyzing events, etc. The text is constructed to encourage the student into a vital and continuing exploration of their individualistic relationship to their government. To insure student as well as teacher understanding of the related concepts of a given topic, there are knowledge objectives, value objectives, and student performance objectives provided therein.

The text and/or supplemental materials are divided into fourteen units. Each of those individual units has a list of concepts, terms, and tri-objective breakdown that are important toward the understanding of a given subject within a givin unit. Also, there are case studies available within the given constructs of a specific unit which aid in conceptual internalization.

I was impressed with the initial emphasis on the development of a definition for democracy. Subsequently, the student is acquainted with other definitions of a democratic government, as well as other forms of governmental types that are contradictory to the basic rationale of a democratic philosophy.

The second unit, "Public Opinion and Public Policy" provides not only the basic foundation and elements in the swaying of public opinion, but also it provides four case studies that help the student understand those basic aspects of public opinion analysis, i.e., "Case One: Preparation of a Political Speech," "Case Two: The Adman and the Rat," "Case Three: The Strange Case of the U-2," and "Case Four: Sam Edelman and the Board of Education."

Units three and four on pages 83-119 and pages 121-156 respectively, provide the student with many of the questions and opinions of scholarly writers of political science. Also, there are five case studies provided that are illustrative of the concept attempting to be transmitted to the student. For example, the question of "Who can vote?" is supplemented with a case study "The Alabama Hearing." At the conclusion of this case study, there are four questions concerning the case that require the student to analyze the case itself and also to draw some suggestions as to what the next logical step would be for Congress on the merits of the evidence presented in this case.

In the fifth unit "Government Under Pressure" a complete analysis of lobbyist and/or pressure groups is done in such a way so as to cause the student to think logically about the influence of such groups. On pages 175-182 a brief but complete presentation of the various "theories of pressure groups" is presented. The concluding section of unit five provides evidence both pro and con to the question of whether lobbying is a "threat or benefit to democracy?" Also, there is a case study that addresses itself to the above question.

Units six and seven are a comprehensive analysis of the structure of the national legislative body as well as the Congressman's responsibilities within that branch. Three case studies are also provided within those two units. With the completion of unit seven, Part I reaches its conclusion.

Part II is more comprehensive and requires the student to utilize the acquired skills from Part I. There are numerous case studies as

well as a complete review of the executive, judicial, and independence regulatory commissions. Many contemporary issues that are of concern on the national level are reviewed in this section, e.g., "Showdown on Capitol Hill. The Legislative History of Gun Control Proposals."

The concluding unit addresses itself to "The Intriguing World of Due Process." There are seven case studies provided that illustrate some of the problems of the jurisprudential process that exist within judicial procedures.

In conclusion, Bernard Feder has drawn together information and suggested supplemental materials and presented them in such a way so as to require the student to logically and rationally draw conclusions about the basic and fundamental questions concerning the American governmental systems. The book offers numerous opinions and questions that should be considered after each idea has been presented. Also, the supplemental case studies offer the student the opportunity to become the investigator of a specific case. These studies also are conductive to the over-all tri-objectives of a given topic and/or concept. The overall building-block system offers the student to carefully examine small segments of the democratic system and gradually build on each of those segments so that ultimately the entire governmental complex is realized and more importantly understood.

Rating: EXCELLENT

Review #3

The Process of American Government: Cases and Problems, by Bernard Feder, is an outstanding reference for highly motivated high school seniors and/or college students involved in a political science major. I found the text to be informative, its approach was realistic and its practical explanations and applications of abstract terms, such as "democracy" to be provocative and comprehensible.

I would not recommend this textbook for today's average high school students. Much of the content in the book is based on the assumptive learning of the student, not the actual learning that has been done by many young people in our high schools today. The text is too wordy and there are too few illustrations, which is unfortunate, because the political cartoons contained therein are very good. Many students would find the vocabulary level prohibitive.

I shall give specific details on a step by step basis, pointing out the strengths and weaknesses of the book. Uppermost in my mind, of course, is the question of how could the book be utilized in my teaching situation and applied to the interest and reading abilities of the students in my school. Based on this frame of mind, I officially recommend The Process of American Government, by Feder, only for college preparatory and/or highly motivated high school students with high school reading levels, or the text should be restricted to the college level.

(I shall refer to the textbook being reviewed as the Feder text from this point on.)

The Feder text covers the structure and operations of the federal government extremely well. I would find it difficult to understand why any student of fair reading ability would be unable to sense how the

checks and balance system of our federal government operates. The duties of Congress, the functions of the executive branches and the operations of the Supreme Court are explained clearly, with many practical examples given to take the operations of our federal government out of the abstract and theoretical realm. However, Feder lacks greatly when it comes to the role and function of the state and local governments. The text is oriented very heavily towards national federalism. I am still hard pressed to find information about politics on the state and local level. Local political matters are dealt with only as they relate to the national scene.

Attempting to use the perception of a student in high school, I would have to agree that the Feder text does encourage a sense of efficacy in the reader. The book does convey the impression that government is not a huge "iron-clad style" monolith that defies criticism or change from John Q. Public. In many instances, the reader is shown how Joe Average Citizen can do something about the government, such as communicate with elected officials and express one's concerns, vote, lobby, petition, suggest legislation, recall elected officials and use the legal avenues of the judicial system.

I did not observe any inaccuracies in the Feder text. To provide a check on the possibility of inaccuracy in the text, Feder does list a bibliographical reference list for more in-depth reading. If the reader questions information contained in the text, he/she can check other sources from the end of the chapter bibliography for verification or clarification.

Feder performs remarkably well in pointing out the successes and failures of America's governmental institutions. Any reader with perceptivity, or any student who has a concerned teacher who acts as a

facilitator of learning, can eventually understand that America's federal governmental operations, as stated in the Constitution, represents an idealism. No system works perfectly. Each of us, from the layman to the elected officials of various levels to the President himself must work constantly to perfect our national goals, as stated in the Constitution. Feder provides numerous examples to underscore this point.

Feder's use of political cartoons is a great asset to his textbook. Through the use of cartoons, Feder further injects the realistic approach that permeates the book. For example, the cartoon on page 252 shows ever so clearly one of the weakness of Congress. Even though men and women are elected by thousands and possibly millions of voters, there is no guarantee that each official will perform in accordance with the confidence entrusted to him/her by his/her constituents. The skills and abilities of a congressman might not match the committee assignment that he/she receives because of the operations of the seniority system. The seniority system often protect those who have become insensitive to changing needs and circumstances.

The Feder text is interdisciplinary in its reliance upon history and sociology to support the political thrust of its information. Excellent coverage is given on the historical background of Plessy vs. Ferguson and the Supreme Court's rationale for its decision. A powerful sociological commentary is present via the cartoon on page 57 in the chapter on "Public Opinion and Public Policy."

The total effect or general tone of Feder's book is genuinely realistic. Feder is saying to the reader, "Yes, America does have high ideals. The American government has high written standards. The American

citizen is the cornerstone of democracy. He/she in essence, (or theoretically) has the first and last word about how the government runs." But running concurrently with this idea are Feder's examples which seems to tell the reader that, "nothing is perfect." Facts and opinions are given which imply that, virtually, there is an exception to every rule. Feder does a good job in presenting America's federal government as it is stated and professed idealistically, and how it often operates, realistically, on an everyday basis. The questions presented throughout the text are excellent and should encourage students, under good teacher direction, to become more adept at thinking critically and reflectively.

Rating: GOOD

Book Eleven: Prentice Hall, Inc.

The Government of the United States

Ernest B. Fincher, 1971.

Review #1

The development of the United States government is traced from the writing of the Constitution to its practical application with contemporary society. This scholarly work is well written and carefully organized.

The titles of the fourteen chapters reflect this organization: The Framework of Government; Pressure Groups in America; Political Parties; Route to Power; Voting and Elections; Nomination and Election of Chief Executives; Chief Executives and Their Powers; The Nation's Lawmakers; Legislatures at Work; Judicial Branch of Government; Liberty and Justice for All; Government and Environment; The Service State; The Welfare Citizen; Foreign Policy in the Making. Each chapter is introduced by an "Overview" which serves as a stimulant for its reader's interest. Usually, these are vignettes of early experiences of citizens. The chapter topic is then presented in a case study form in terms of recent events. This is an effective way to develop an understanding of the Constitution. For example, the chapter dealing with the Welfare of the Citizen concerns itself with the development of public health, pure ponds, Department of Health Education and Welfare, social security, federal support of education, poverty and welfare. This phenomenon is presented as an economic response to the demands by American citizens to maintain their self respect.

A valuable part of this textbook is the section at the end of each chapter entitled "Matters of Fact and Opinion." These cognitive type statements and questions would provide the basis for lively class discussions reflecting the experiences and ideas of students. This is the only part of the book that is directed toward classroom activities.

The chapter bibliographies are relevant and up-to-date. These sources are attractive to the reader who would like to expand the ideas

and point of view of the author.

Each chapter has its individual bibliographic notes. These sources include newspaper reports, magazine articles and books. Once again the copyright dates are recent and further enhance the timeliness of the author's presentation.

The author's writing style presents an important subject in a fascinating manner. It has great appeal for those of us who have been exposed to the recent American experience. This book reads extremely well. It resembles the popular investigative reporter's approach to how the United States government has developed to interact with its citizens' changing needs, interests and concerns. Information about state and local government is presented as examples of how the Constitution affects the communities.

The weakest part of this book is its method of illustrating the contents. The author has unwisely and conservatively selected "Harper's Weekly" lithographs which do not fit the text. There has been little concern about showing the effect of a pluralistic society on the government. Pictures showing racial groups, particularly Blacks, are in the caricature category. Women are in sketchy group scenes that fail to identify individuals, their worth and roles. However, the charts and graphs are more appropriate and serve to illustrate the basic ideas of the text. For example, "The New York Times" chart showing "What the Voting Rights Bill Has Done" in the southern states graphically presents the preact, 1965 and postact, 1967 comparison of voter registration. A map of the area is centered on the chart for further reference. Another variety of illustration is the comic-strip book type showing how a bill is developed and passed is accurate and interesting.

The text delineates the importance of men in the formulation, development and control of the government. The important contributions of women and racial minorities have been by-passed. In other words, it's a business as usual approach to the needs and asperations of a pluralistic society. The models are Caucasian men.

The author recommends group pressure or lobbies as activities for participation and for instituting change. There is a discussion of how public opinion may be developed about important issues and its inherent effect on political parties. Due to the problems of high cost of running for political office, this method of participation is not open to all members of the society. Reform organization like Common Cause are not mentioned. The many activities of the American Civil Liberties Union is recognized and carefully described.

Teachers would have to relate career prospects in government occupations independently. These opportunities are inferred as part of a citizen's responsibility and concern. The purpose of the book is to describe how the government functions in relation to the Constitution and the nation's changing times and expectations.

While the text of this book appeals to the mature reader, the closely printed paperback format and poor illustrations would have a limited appeal for students. I would recommend this book as a secondary text or a resource book to highlight the class work.

Rating: FAIR

Review #2

The study of government is essential due to the critical role it plays in the life of each individual. Students must become aware of important concepts of the U.S. Constitution regarding the protection of individual liberty, the federal system, the separation of power and the checks and balances built into our system of government. Unfortunately, the Third World student who receives a copy of The Government of the United States by Ernest B. Fincher will certainly be given the distinct impression that Third World involvement in the development of this country was minimal.

The author certainly fails to provide the reader with any type of illustration or graph which would give a feeling of importance to a Third World student. A total of 48 illustrations or graphs were used and only 5 of those used could be considered to be of Third World persons. Four out of the five used, focused on the issue of Civil Rights. Evidently the author doesn't feel that Latinos, Native Americans or Asians are fighting for their Civil Rights in this country. Additionally, many of the illustrations used in this text are outdated and unrealistic for today's student. This may seem to be a trivial point to many; but the use of illustrations and graphs can be an excellent method of conveying current and relevant information.

According to the author's design the framework of our government begins in September, 1787. The author spends much time discussing the conditions of this Constitutional Convention and very little time explaining the consequences of the Articles of Confederation which lead to the necessity of a Constitutional Convention. For instance, the author never mentions the role of the Native American in isolating some of the

deficiencies of the Articles of Confederation.

The next two chapters are designed to enhance the readers knowledge of "Pressure Groups" and "Political Parties" and their role in the development of our government. It would seem to this reviewer that a description of the various branches of government and their particular role in a totally functioning governmental structure would be more beneficial at this point. Regardless, the author does provide the reader with some insights into pressure groups and political parties on a limited basis. The author superficially passes over the N.A.A.C.P., the Urban League, and CORE. He never mentions their purpose or reasons for their creation. According to the author, Latinos, Native Americans and Asians do not have organizations which are designed to assist them.

Chapter eleven is entitled "Government and the Environment" which is meant to deal with the problems of environmental exploitation, abuse, and redevelopment of resources. The author mentions Native Americans only as displaced persons who do not exist today. He never mentions them as a people who have some real problems connected to treaty rights guaranteeing certain water, mineral, hunting and fishing rights today. This complex situation would serve as an excellent illustration of the conflict between the Constitution, the federal system, and state system of controlling natural resources.

Generally, the author of this book has systematically overlooked the contributions of Third World people in the development of this country. If Third World people are mentioned they are viewed in a negative sense or as a threat to our governmental structure.

Rating: POOR

Review #3

The third review of this book was not submitted.

Rating: POOR

Book Twelve: Random House, Inc.

America's Political System: People/Government/Policies

Peter Woll and Robert H. Binstock, 1972.

Review #1

This text logically studies the formal and the informal workings of our American Political system. It emphasizes the informal workings of our government and informs the student that such informal forces as interest groups, attitudes, and individual standards, frequently have more impact on the system than the formal attributes.

On its treatment of civil rights, the text does not specifically bring out the struggle of minority groups to become "first class citizens". It does not, however, neglect to mention or give examples of the fear and intimidation, literacy tests, voting qualifications or harassment that were "instruments of discrimination against blacks". The idea is conveyed that although discrimination exists, minority groups can have an impact as is evidenced by the changes in our laws. The text emphasizes that changes can be slow because of people's attitudes, interests and standards.

The student very early learns that our society is made up of many peoples from various backgrounds. It conveys the idea that compromise is an important part of our governmental system. It further emphasizes that "the realities of political decision-making are not always pleasant from the standpoint of those who do not receive what they feel they deserve from the government".

The material in the text does not create or seem to cause race or class hostility. Balanced treatment is given to minority and religious groups. The students are encouraged to realize that attitudes, special interests groups and other informal forces must be recognized and dealt with; and an attempt made to understand these "informal forces".

Students are continuously asked to think, discuss and find out. Case studies on such problems as Black voter registration, privacy, gun control, stimulate the student to think and question.

The text is well organized and the chapter have sequence. The illustrations are cartoons. They are designed to motivate and interest the reader in the material. They also serve as a review of prior material.

The text does not contribute to sex sterotyping - not in its illustrations, material or in the way it is written. It is refreshing to observe this sentence for example.

> ". . . a citizen must understand how to maximize his or her power within the system".

The authors have written a good text - one that students will receive an "integrated view of the nature of American politics".

Rating: GOOD

Review #2

It is important to point out at the beginning of this review, that the 1972 copyright date of this book necessitated the omission of some significant issues which have and will continue to affect our country in a most profound way. I am referring to the issues of the Pentagon Papers, Watergate, and the Equal Rights Amendment. It would be my hope that if this book is already in use in a school system, guidelines and supplemental materials dealing thoroughly with these issues would be made available to teachers of government classes. If the book is not already in use, I would not recommend its purchase for the reason stated above.

In the preface of this textbook, the authors state that the book "is designed to explain in a realistic manner the many facets of the American political system." They emphasize their goal of making students knowledgeable about the workings of government so that, as citizens, they will understand how best to "maximize his or her power" within the system.

It is my contention that the book falls short of this goal. It is true that the structure of government is presented quite clearly. The need for government, the philosophy and history of our political system, an examination of political parties, and a review of state and local politics are all presented in this text. The three branches of government and their relationship to one another are clearly explained. There is a good discussion on the "dilemma of a constitutional democracy."

It is what the book leaves out that troubles me. There is, it is true, a lengthy description of "special interest groups." What they are, whom they represent, what their purposes are, and what some of their

frustrations are, receive explanation. What is not explained is the unequal power that these groups have. One is led to believe after reading the section on special interest groups, that the most important thing to a group is the size of its membership. Even the chapter dealing with campaign financing downplays the significant power of some special interest groups in our country. No mention is made of the large, wealthy corporations in the discussion of various private and public interest groups.

It concerns me that a citizens lobbying group as large and effective as Common Cause is not mentioned. Nor is an individual such as Ralph Nader, who has caused much attention to be directed to consumer issues.

Further, I found the material presented in the chapter on "Presidential Policy Making" inadequate. It is in this section that the Central Intelligence Agency received its only mention: two brief sentences. The Federal Bureau of Investigation is not mentioned in this chapter but receives its total attention in three sentences in a chapter entitled "Policies that Protect and Maintain the System." Students, in my opinion, deserve to know more about two governmental agencies that have significant influence on the lives of private citizens.

The struggle for equal rights by Blacks, by Mexican-Americans, Native Americans, and others is given some attention. This struggle is described, however, not in the text of the chapters themselves, but in Case Studies found at the end of each chapter. The continuing struggle for equal rights by women is only given passing reference at the very end of the book.

The style of the book deserves some attention. The Case Studies found at the end of each chapter are good. They deal with real issues and are of contemporary interest. They are selected readings from a

wide range of sources.

The book contains no photographs. This, in my opinion, is a mistake. Illustrations and cartoons, no matter how clever, cannot add to a student's feeling that government and all the "informal" aspects of it are real. In addition to this criticism, I wish to add the strongest objection to the sexist and racist attitudes conveyed by many of the so-called humerous illustrations. A great many of them have only a small number of minority persons, and these few are never in significant roles. The women pictured are most often the stereo-typed sex symbols and are never in power positions.

In conclusion, I am concerned that students using this text would not come away from it with the impression that they could have a profound influence on the workings of government. The book is too technical, too removed from reality. I am even more concerned that students would learn nothing about the contributions of minority group individuals and women to government (for although some of their struggles are mentioned, few of their contributions are). This textbook fails to present an up-to-date, honest look at our government.

Rating: POOR

Review #3

The authors, Wool and Binstock, have produced a book to a large degree which provides students with a comprehensive and realistic view of how the political structure operates in America. Throughout the book the authors make use of updated case studies from various magazines and newspapers which enable both the student and teacher to analyze not only the theoretical aspects of our political system but also some of the practical day to day situations.

Another positive attribute of the book is the way the authors have utilized historical principles along with contemporary attitudes related to how government operates at the federal, state and municipal levels. I was particularly impressed with their attempt to present the problems of urban America. They did not side step controversial issues which have been propagated by governments' attempt to redevelop urban areas via urban renewal programs which in most cases have amounted to nothing more than urban replacement programs for blacks and other minorities.

The authors in putting together this book have done the kind of job which warrants little criticism. But like most things done by man, there are some weaknesses. One weakness is the use of graphic illustrated information which could lead to negative inferences. For example, the cartoon character dealing with a white child's reaction to the civil rights demonstrations. Throughout the cartoon the child makes reference to "all the colored people." At the bottom of the cartoon there is a footnote which states: "Innocent bystanders sometimes get caught up in the political process." By utilizing these kinds of subtle characters accompanied with statements which tend to lead students to draw incorrect inferences does little in keeping with the spirit of various legislative

acts and guidelines which stress that textbooks present minorities in such a manner as not to create or imply a feeling of low esteem.

Another minute enigma which distrubed me was that there was no mention of some of the significant black political names and political victories which were highlights of the late sixties and early seventies. Names like Stokes, Hatcher, Gibson, were not evidenced. To disregard the greatest gains made by blacks since Reconstruction presents a skewed picture of what the American political system is about. This kind of ommission of facts does little to present a realistic picture of how the American political system operates at various levels.

The author's efforts to put together a text which exposes to students how the political process operates at various levels is to be commended. It was a pleasant surprise to see a "core" text have so few shortcomings.

Rating: GOOD

APPENDIX A

Textbooks Reviewed for 1976 Study

1. Allyn & Bacon, Inc., Magruder's American Government, William A. McClenaghan (Revised by), 1975.

2. CRM-Ziff Davis Publishing Company, American Government Today, M. Lipsky, D. Matthews, L. Lipsitz, and J. Walker, 1974.

3. Ginn and Company, American Political Behavior, Howard D. Mehlinger and John J. Patrick, 1974.

4. Ginn and Company, Problems of Democracy, William E. Dunwiddie, 1974.

5. Holt, Rinehart and Winston, Inc., Comparative Political Systems: An Inquiry Approach, Edwin Fenton (General Editor), 1973.

6. Houghton Mifflin Company, American Government: Continuity and Change, Allen Schick and Adrienne Pfister, 1975.

7. J. B. Lippincott Company, Our American Government, Stanley E. Dimond and Elmer F. Pflieger, 1973.

8. The MacMillan Company, Government, The American System, Stewart G. Brown, Russell F. Farnen, and Charles L. Peltier, 1973.

9. McDougal, Littell and Company, U.S.A. Government, Kirsten E. A. Borg, 1974.

10. Noble and Noble, Publishers, Inc., The Process of American Government: Cases and Problems, Bernard Feder, 1972.

11. Prentice Hall, Inc., The Government of the United States, Ernest B. Fincher, 1971.

12. Random House, Inc., America's Political System: People/Government/ Policies, Peter Woll and Robert H. Binstock, 1972.

APPENDIX B

Suggested Criteria For Reviewing Government-Related Textbooks

1. The structure and operations of federal, state, and various forms of local government should be included in the content.

2. A government-related book should encourage a sense of efficacy in the reader. Readers should garner a feeling of being able to do something about government on all levels.

3. The checks and balance system among the various branches of government should be evidenced along with current limitations of this practice.

4. The content of the text should be accurate. The successes and failures of America's governmental institutions and institutional processes should be inherent in the content.

5. The text should be interdisciplinary in its approach. Facts, concepts, and generalizations should be drawn from all of the social sciences.

6. The presentation should be realistic. For example, in a technical sense the presidency of the United States is open to all who qualify by age and residency, but realistically a major portion of the citizens of the United States could not afford to run such a race.

7. The content covered should be adequate. Adequate not only in a factual sense, but also providing opportunities for students to check out local government practices, as well as the background, education, and training of various governmental officials.

8. Through its total effect or tone, the text should convey to the students written values basic to the American system that are both implicitly and explicitly stated.

APPENDIX C

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